

Academic Motivation, Aspirations, Choice and Expectations of Sixth-Form Students and their Parents in State and Private Schools

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ABSTRACT

The current study aimed to ascertain the effects that parental influence has on the academic beliefs of sixth form students in state and private schools and in A-level and Advanced GNVQ courses. The study also aimed to determine whether these student groups differed in their perceived communicative relationships with parents and peers, thereby reflecting the relative influence of those individuals. Students' academic motivation, aspirations, choice, expectations and global self-worth were also explored. Three hypotheses were conceived: (1) students attending a private school perceive more influence by their parents than students attending a state school; (2) A-level students have higher global self-worth scores than Advanced GNVQ students; and (3) state school students have higher global self-worth scores than private school students.

In study 1, five measures were administered to both adolescents and their parents in the two different types of schools and the two different types of courses, which were as follows: (1) a questionnaire constructed specifically for the study, consisting of items which addressed school-related behaviours, extra-curricular activities, parental expectations in education, parent-child relationships and peer relationships, and was termed 'main questionnaire'; (2) attitudes towards school questionnaire; (3) importance of parents and friends in decision making questionnaire; (4) future plans, expectations and levels of disappointment questionnaire; and (5) Harter's self-perception profile.

Findings from this study revealed that parental influence was apparent for all four schools, with overall the students in the two private schools and one state school experiencing more influence by their parents perceiving greater parental pressure to achieve. Students appeared to have similar high expectations as their parents. A-level students also perceived greater parental influence than Advanced GNVQ students. Advanced GNVQ groups revealed their greater contentment with their course and overall school experience. Students in all four schools perceived easy communication with their peers, most notably for social issues. Further, state and private students revealed similar levels of global self-worth. Students with lower global self-worth perceived less parent-child communication, educational focus and school satisfaction

than those students with higher global self-worth. Further physical appearance was the largest component to their lowered sense of global self-worth.

In study 2, individual interviews took place with only those students, from the same sixth-form private and state schools, identified with lower global self-worth scores from Harter's Self Perception Profile. The findings revealed a distinction in the perception of the two types of courses. The A-level students believed that the academic A-level course was the norm; they were of better quality than the vocational Advanced GNVQ course; and students must undertake these courses in order to have a chance at university. The Advanced GNVQ students, however, revealed they did not have enough GCSE grades to be accepted onto the A-level courses, even if they had wished to study them, and this effected how they felt about themselves. The students also explained the differing school atmospheres and noted how this impacted on their studies. The State School 1 and Private School 2 students felt the atmosphere in their schools was relaxed, and this was a good environment for studying and for socialising. In contrast, the State School 2 and Private School 1 students believed their school atmosphere was geared more towards work; where students had clear educational goals which helped them to focus on their schoolwork at all times and the aim of doing well in school was encouraged.

1. INTRODUCTION

Education in the UK is currently a high government priority. The school experience is an important phase in an individual's life; it is during this time that students' educational foundations are set. Post-sixteen education, in particular, is of importance as it is during this time that students make the transition into adulthood and there are many complex factors which relate to it. Sixth form students in both the state and private school systems have reached a stage in their lives where they have to make choices regarding their future and the possibility of furthering their education. Students interact with both their parents and their peers and as a result, students' may seek guidance from their parents or their peers and be influenced by them. Further, students' own academic aspirations and expectations may assist their motivation and choices. This study investigates these very complex issues.

The influences of parents and peers can be great and may, in turn, affect the motivation and academic achievements of sixth form students in secondary school. Most parents want their children to succeed and in such areas as school performance, parents have strong expectations for their adolescents to meet (Youniss and Smollar, 1985). Consequently, those parents may actively converse with their children, in order to communicate the values, goals, beliefs and expectations, which they associate with academic success. How well these values, goals, beliefs and expectations are actively transmitted, and the perception the adolescent forms of these ideals, affects the level of influence the parent has. Research on adolescents' parents and peer relationships found that those with high quality parental relationship reported a higher grade point average and greater academic expectations, which were attributed to their desire to please their parents (Sanders, Field and Diego, 2002). Thus, parental influence is an important component to the study.

Parents are of importance in an adolescent's world, as these adolescents begin to explore issues of who they are and what they want to be. Parents see themselves as more experienced and worldlier and their interpretations may be communicated to their

children in subtle or overt ways. Fan (2001) found that parents' educational aspirations for their children's academic achievements had a consistent and positive effect on students' academic growth. Parents are an important influence on children's educational planning and the amount and nature of parental involvement may impact on students' achievement, motivation and behaviour.

Parents, however, might assume that their children require a certain amount of autonomy and may no longer believe their involvement is important or useful when it comes to academia. As adolescents strive for independence, they may be resistant to certain forms of parental involvement. For example, whilst possibly wanting 'personal space' from parents, adolescents may benefit from parents being actively involved. The attributions that parents make about their child's achievements can influence their behaviour towards that child. Parents send clear messages concerning the values of education and their beliefs in relation to their children's academic potential, regardless of their level of involvement. It is important that adolescents have a clear understanding of the educational goals advocated by their parents. Parents, who have high expectations for their adolescents' education, have a positive indirect impact on their children's academic achievement (Patrikakou, 1996). Expectations have little effect unless they are communicated.

The adolescent life is a complex one. An adolescent exists simultaneously in both a family and in a peer group and in general wants to be accepted by both their parents and their peers. The specific ideas, values, goals and beliefs that the adolescent's peer group has, however, and especially those of close friends, can either enhance or reduce their educational aspirations. Therefore, peer influence is also an important component to the study.

Peers are of importance in an adolescent's world, because most of their time in school is spent with their peers and perhaps outside school as well. The relationship that an adolescent has with their peers can impact on their learning in school and their overall attitude towards school and academia. Adolescents are in a stage of transition into adulthood and independence and peers are particularly important at this time in their lives. How well these adolescents interact and communicate with their peers therefore

can have an affect on how they feel about themselves, i.e. their self-worth and influence their ideas, beliefs and attitudes towards issues important to them.

Therefore the specific values of the peer group can either enhance or reduce children's educational aspirations. Many researchers assert that peers are influential in areas such as aspirations and achievement. Berndt (1989) reported that adolescent interactions with peers may contribute to their overall achievement outcomes. Positive peer relationships have been consistently related to positive academic successes (Wentzel, 1991), therefore, it may also be important that adolescents have a clear understanding of their peers' educational goals.

Some adolescents may feel that there is conflict between their ideas and their peers' ideas and this in turn may have an affect on the adolescents changing their ideas to be more like their peers, or influencing their peers to be more like themselves. Interaction with peers involves many issues such as social and academic issues and these issues may also be of interest to parents. Students therefore, may sometimes wish to make a choice of whom those discussions take place with, and on what particular issues. Adolescents want to be accepted by their peers and how they behave in school, their achievements, beliefs and educational aspirations may either be enhanced or reduced by the peer-adolescent relationships that they encounter.

In previous research on the relative contributions from parents and peers on students' academic aspirations and achievement, has arrived at no definitive answer as to whether parents or peers are more influential. Kandel and Lesser (1972) found that adolescents' peer group friends tend to reinforce parental influence rather than invalidate it. Coleman (1980) asserted that parent and peer values usually overlap and that adolescents tend to choose friends whose values are similar to those held by their parents. Nevertheless, many researchers declare that peers strongly influence each other on many important behaviours including aspirations, achievements, beliefs and attitudes (e.g. Hartup, 1978, Ryan, 2001).

The perception of parents and peers towards academic achievement, by each individual adolescent, may aid or hinder the attainment of a positive self-concept in relation to

their perceived abilities and educational beliefs and aspirations. This self-concept may affect their motivation to achieve and ultimately, their overall academic achievement. Researchers such as Wentzel and Wigfield (1998) have found when investigating the academic motivation of students, that their competence-related beliefs, values and goals are factors which predict school performance. Further, student motivation is crucial to their school success and those who focus on academic activities and display 'socially appropriate' classroom behaviours are more likely to succeed in school. A student's overall feelings about their competence is also important in relation to their academic achievements. Phillips (1984) reported that children with low perceived competence held lower expectations for future success in school, found their current schoolwork more difficult, and felt that doing well in school took more effort than those in the average or high perceived competence group. School and/or course type difference in the level of students' self-worth may exist. Self-esteem is also an important component to this study.

The influence of parents, peers and the students' self perceptions are thus of extreme importance in the study of academic achievement and motivation of students in secondary school. The student may, therefore, perceive one or more of these influences as being important to them in their overall education.

There has been some debate about how schools affect the behaviour and academic achievements of students. Rutter, Maugham, Mortimore, and Ouston (1979) found that pupil outcomes were associated with experiences that occurred during the years of secondary state school education, and these differences in outcomes were systematically associated with the characteristics of the schools. Moreover, Chaplain's (2000) study on 15-16 year old students' perceptions of themselves, their schools and their futures revealed that students with more positive attitudes towards school had an enhanced motivation towards their schoolwork and as a result an improved academic performance. Research into whether the type of course affects the behaviour and academic achievement of students has also occurred. Coleman and Hoffer (1987) in their study on state and private schools in America found that the private schools students took a more academically focused set of courses than the state school students.

There is little evidence from previous research carried out in Britain to ascertain whether students' academic motivation, aspirations and academic achievements differ as a function of whether the student attends a state or private secondary school.

Whether the students undertake the academic A-level course or vocational Advanced GNVQ course is equally under-researched. The present research addresses these issues by investigating the academic motivation and aspirations of students in state and private schools and the relative influence of their parents and the perception of peer influence on their educational plans.

In Britain, students may leave school at the age of sixteen if they wish. Post-sixteen students in Britain also currently have a number of options including two types of courses – the traditional academic A-level route¹ and the more vocational Advanced GNVQ route². The Advanced GNVQ course was designed as a real alternative for students, many of whom were expected to be as able and ambitious as their A-level contemporaries, but who were also assumed to want their studies to be more practical and to have a direct bearing on their future career. The vocational Advanced GNVQ course gives students opportunities for more practical based learning giving them knowledge and understanding of a vocational area and allows students the same opportunities to go to university as the academic A-levels.

This then is the context in which this study is placed. The sample cohort consisted of students who were continuing their education in the sixth form – i.e. male and female A-levels students (aged 16-18) in two private secondary schools and male and female A-level and Advanced GNVQ students in two state secondary schools were the focus for this study. The psychological influences of parents, peers and the students' self are also of extreme importance in this study.

¹ The Year 12 students undertake A/S level (Advanced Subsidiary) courses representing the first half of a full A-level. In year 13 students can decide which courses to specialise in by taking the relevant A2 course, turning the subjects studied into A-levels. The A-level is therefore made up of two parts, and it is not possible to study for an A2 until the relevant A/S level has been passed. It should be noted that A2 is the name given to the second year of study that turns an A/S into an A-level.

² The name of the Advanced GNVQ course has recently changed and is currently known as Advanced Vocational Certificate of Education. The data collected in this study occurred at the time of Advanced GNVQs.

The present chapter has provided a general introduction to the study as a whole. Chapter two discusses the psychological influences pertinent to the study. These four concepts, namely student motivation, self-concept, parent expectations and peer group influences, and the theories behind these concepts are discussed in detail. Chapter three focuses on the context of the study, i.e. the educational setting, which concentrates on issues in relation to school and course type. This chapter also presents the current study, its hypotheses and research questions. These hypotheses and research questions were explored through two studies, a quantitative and a qualitative study and are presented in chapters four and five, respectively. Chapter four reports on the first study, a quantitative study, and gives detail on both the methodology and the findings of the study. Chapter five describes the methodology of the second study, a qualitative study, and also presents the findings from the qualitative interviews. Chapter six discusses the findings these two studies; addresses the research questions and hypotheses underpinning the study and highlights their implications for further research. Finally chapter seven reflects on the study as a whole and considers the implications for the education system in England.

The chapter that follows will review literature on the psychological influences, namely student motivation, self-concept, parent expectations and peer group influences in order to identify whether these sources of influences (one or a combination) affect the motivation, aspirations and achievements of adolescent students.

2. PSYCHOLOGICAL INFLUENCES

This chapter presents a review of the literature concerned with the psychological influences pertinent to the present research. The first section begins by introducing the concepts of student motivation and self-concept. Thereafter, the concepts of parental expectations and peer group influences are also considered.

The present study focuses on: the self, parents, and peers. The researcher was interested in whether these sources of influences (one or a combination) affect the motivation, aspirations and achievements of adolescent students. The student may be motivated to do well by these psychological influences. If the student perceives that they have educational ability and can put the effort in to do well, then one or a combination of the sources of influence may motivate and encourage the student to do well in school and thereby affect the student's overall academic achievement outcomes.

Expectations of the self, parents, and peers, may also affect the academic achievements of students. One of these expectations or a combination of these may influence the academic achievements of students. An individual's own expectation is a substantial contributor to school performance. A student may believe that s/he has control over academic success or failure, and therefore his/her total academic achievements within school (Skinner, Wellborn and Connell, 1990).

Each of the psychological influences will be discussed in order to explain the rationales of the research questions and hypotheses.

2.1 STUDENT MOTIVATION AND SELF-CONCEPT

Student motivation is of considerable importance when investigating academic achievement: several reviews in the achievement motivation literature suggests that children's impressions, in terms of their self-concept or perceived competence of their abilities, plays a prominent mediating role between children's actual capabilities and

their attitudes towards school, conduct, and academic performance (Phillips, 1984). This in turn may affect the overall academic motivation of students. Phillips (1984) also found that children with low perceived competence: held lower expectations for future success in school, found their current schoolwork more difficult, and felt that doing well in school took more effort than those in the average or high perceived competence group. Leondari, Syngollitou and Kiosseoglou's (1998) findings generally supported the prediction that participants who imagined themselves successful in the future and who had well-elaborated, specific possible selves would be more successful academically in comparison to the other groups, i.e. those with lower self-esteem and those who disbelieved their capabilities. These findings show that student expectations for the future may be affected by the students' beliefs about their own capabilities regarding their academic achievements. Students' academic capabilities and achievements may also be dependent upon their appreciation of the school itself.

Researchers such as Wentzel and Wigfield (1998) have found when investigating the academic motivation of students that there are particular factors which predict school performance, the effort exerted and the students' persistence at different academic tasks. These factors included students' competence-related beliefs, goals, and values, and had either a positive or negative effect on their overall academic achievement. Further, they thought that students' motivation was crucial to their school success, and students who focused on academic activities and displayed socially appropriate classroom behaviours were more likely to succeed in school. Wentzel and Wigfield showed the importance of these factors associated with students' motivation and their overall feelings about their competence in relation to students' academic achievements. Moreover, Chaplain's (2000) study on 15-16 year old students' perceptions of themselves, their schools and their futures revealed that students with more positive attitudes towards school had an enhanced motivation toward their schoolwork and as a result an improved academic performance. Further, students' academic motivation and beliefs in their overall competency may also affect their views on their academic expectations.

Lightbody, Siann, Stocks and Walsh (1996) revealed the presence of gender differences in their study of over a thousand secondary school students in attribution to academic success and in enjoyment of school. The females expressed greater overall enjoyment of school than males. These females also reported that they liked friends, teachers, outings and lessons more than the males; while males reported liking sports and school clubs more. The male and female students commented on the types of activities that they undertook to aid the formation of friendships and the enjoyment of the school. These types of activities may increase the students' motivation to do well in school.

The concept of the self is also important in relation to students' motivation. Shavelson, Hubner and Stanton (1976) defined the term self-concept as the self-perceptions that one forms through experience with and interpretations of one's environment. These self-perceptions are influenced especially by the evaluations of significant others, and environmental reinforcements. Such self-perceptions influence behaviour, and in turn may influence students' overall motivation.

It is widely assumed that academic achievement constitutes an area of behaviour related to the self-concept. Within an educational setting, a positive self-concept is valued as a desirable outcome. Research has suggested that the attainment of a positive academic self-concept affects academic behaviour, academic choices, educational aspirations, and subsequent academic achievement (Marsh and Craven, 1997). Students' self-perceptions are influenced by the evaluations of meaningful others and the adolescents' social activities may also contribute to the students' academic self-concepts. This was highlighted by Marsh (1992) who reported that students who participated in more extra-curricular activities reported significantly higher academic self-concepts. This in turn influenced other education relevant outcomes, such as time spent on homework. Moreover, Gilman (2001) in his study on the relationship between life satisfaction, social interest and participation in extra-curricular activities found that adolescents who participated in a greater number of structured extra-curricular activities revealed significantly higher school satisfaction. Hence, participation in extra-curricular activities also influences students' perceived quality of their school experiences and may lead to greater academic aspirations and achievements.

Jordan (1981), as a result of her study concerning self-concepts, motivation and academic achievement of black adolescents, suggested that the global self-concept did not account substantially for the variance in academic achievement. One reason for such a finding may be the instrument used to measure global self-concept. This highlights the importance of reliability and validity of instruments to be used in research, and their effect upon the results found. Hence, a relationship between global self-concept and academic achievement cannot be ruled out. Recently, researchers have developed instruments specifically designed to measure areas of the self-concept and a global self-worth measure. For example, Harter (1988) devised a self-perception profile for adolescents. The set of questions was designed in order to assess students' perceived competence and the importance attached to various areas present in the child's or adolescent's life. This perceived competence was defined on the basis of the scores obtained on a number of competencies: scholastic competence, athletic competence, peer social acceptance, physical appearance, job competence, close friendship, romantic appeal and behavioural conduct, as well as global self worth (Harter, 1985). Harter has shown that children from eight years old are capable of making global judgements about their worth as people, as indicated by their responses (Harter, 1987).

Further Harter (2000) highlighted the fact that a student's sense of adequacy in some domains is more predictive of and more highly correlated with self-esteem than other domains. For example, Harter has consistently found that the domain of physical appearance appears to be judged by most as very important. These individuals, who evaluated their looks positively, correspondingly reported high self-esteem and conversely those who were less happy with their physical appearance reported low self-esteem.

The domain of scholastic competence also forms part of the global self-concept and variation in this domain may lead to disparity in students' academic aspirations, thoughts about their schools, and overall academic success. Alves-Martins, Peixoto, Gouveia-Pereira, Amaral and Pedro (2002) used Harter's self perception profile for adolescents along with a scale of attitudes towards school in their study on self-esteem

and academic achievement among 13-19 year old secondary school students in two Portuguese schools. The findings revealed differences for the younger age group, where students with low levels of achievement also revealed lower self-esteem; thus showing that academic results play an important role in self-esteem. No differences were found for the older age groups, however this cannot be ruled out, as the study was relatively small.

Previous research carried out by Harter (1985) examined the two separate models proposed by James (1892) and Cooley (1964), which have been of great importance in the development of Harter's own self-perception scale. Both theorists believed that each individual possesses a global concept of the self, over and above more specific self-judgements. However, these two theorists had very different ideas relating to an individual's global sense of self. James believed that the origins of a person's overall sense of esteem resulted from the relationship between a person's competence and an individual's aspirations to be competent. Therefore, if an individual believes that they are successful in areas the individual considers important to the self, such as scholastic competence, the individual will feel high self-esteem. Cooley on the other hand viewed the self as a social construction, whereby an individual's sense of general worth as a person represents the incorporation of attitudes which an individual believes that others hold toward the self (Harter, 1990). Harter devised a self-perception profile instrument, which incorporated and provided support for both theories. The perceived competence rating scale was devised to tap perceived competence across the areas named above, and a separate rating scale was also designed to evaluate the importance of success, in each area. Thus a discrepancy score (competence minus importance) could be obtained in the areas that the individual thought important, and an average value found. The larger the discrepancy score in a negative direction the lower the self-worth of the individual.

The study conducted by Rose and Larkin (2002) also used Harter's self perception profile on children aged 8-12 years, with high and low motor co-ordination. This study examined the importance rating scale, the discrepancy scores and the domain specific perceptions of competence as predictors of global self-worth. It was revealed that the perceptions of physical appearance and behavioural conduct contributed significantly to

the prediction of global self-worth. However, the importance ratings and the discrepancy scores did not contribute to improving the prediction of global self-worth. Thus students' perceived competence in the domains devised by Harter affects students overall global self-worth.

It can be seen, therefore from previous research that students' perceived competence and self-concept, may affect their motivation. This area of student motivation should not however, be looked at in isolation, since the expectations of parents may also affect students' academic aspirations and achievements.

2.2 PARENTAL EXPECTATIONS

Parents have an important role in their adolescent's academic progress and success. Moreover, it is the perception of this parental role by the adolescent, as well as the parents actual active involvement with their adolescent's schooling, which may affect the adolescent's levels of motivations, expectations, aspirations, self-esteem and overall perceptions of their own abilities. Studies which have examined the link between family and extra-family relations during adolescence have shown that the strength of this relationship does not decline and that parents retain a substantial influence on the development of adolescent social relationships outside the family (Dekovic and Meeus, 1997). It is the degree of concordance between parental views and those of their adolescent which influences the nature of their joint experience (Bosma, Jackson, Zusling, Zani, Cicognani, Xerri, Honess and Charman, 1996).

Parents exert a strong and perhaps causal influence on their children's achievement, attitudes and behaviours (Phillips, 1984). Moreover, Youniss and Smollar (1985) asserted that in areas such as school performance, parents appear to have strong expectations for their sons and daughters to meet. Further, Patrikakou (1996) asserted that parents who have high expectations for their adolescents' education, have a positive indirect impact on their children's academic achievement. Smith (1981) also found evidence that adolescents' educational expectations were strongly associated with their perceptions of parental educational goals. Hence, parents' attitudes and behaviour and

more importantly, their children's perception of these attitudes and behaviour should be taken into account when investigating student academic expectations and success.

Patrikakou (1996, 1997) developed a structural model in order to give rise to a greater understanding of parental attitudes and behaviours and their influence on adolescents in the area of academic achievement. The theoretical model focused on parental attitudes and expectations, the students' perceptions of them and certain psychological and academic characteristics of the student, and thus explored the links between these matters and academic achievement. Patrikakou (1997) found that parental expectations and perceptions of parental expectations by the students are essential in raising the academic expectations and accordingly, the achievement of adolescents. Previous theoretical and empirical models were influential in the development of this model, in particular, Eccles' (1983) model of 'achievement behaviours' (choice, persistence, and achievement/performance) and Bronfenbrenner's (1986) Ecological theory, which considers family influences as very powerful in producing change.

Patrikakou's theory therefore allowed for conceptualisation of interactions between parents and adolescents in the area of academic achievement. The psychological and sociological influences present in the model are viewed as part of the ecological structure of influences within the microsystem (see Figure 1). The psychological component concentrates on the perception of parental influence by the adolescent, as well as certain psychological and academic characteristics of the adolescent that have been shown to affect academic achievement.

The adolescent is placed in the centre of the system, with the psychological factors within the circle of the individual, and the sociological influences represented in outer circles. The filtering circle around the adolescent represents the individual's perceptions of various events which in accordance with previous theoretical work (e.g. Eccles, 1983) is instrumental in influencing outcomes related to academic achievement (Patrikakou, 1997).

The microsystem model (Figure 1) developed by Patrikakou (1996, 1997) encompasses the parental influences under investigation in the present study, i.e. involvement, communication, and expectations. The distinct circle representing parental effects – placed within the microsystem indicates the importance of parental influences in a student’s academic life and underlines further the focus of this model.

The model comprises 3 blocks of influences: *background and parental factors*; *perception of parental influences*; and *student characteristics*. The first block, *background and parental factors* includes direct parental involvement, parental communication and parental expectations. The second block, *perception of parental influences*, may function as a critical mediator between actual parental expectations and academic achievement. The final block, represents the *student characteristics*, which include self-concept, time spent on homework and student expectations.

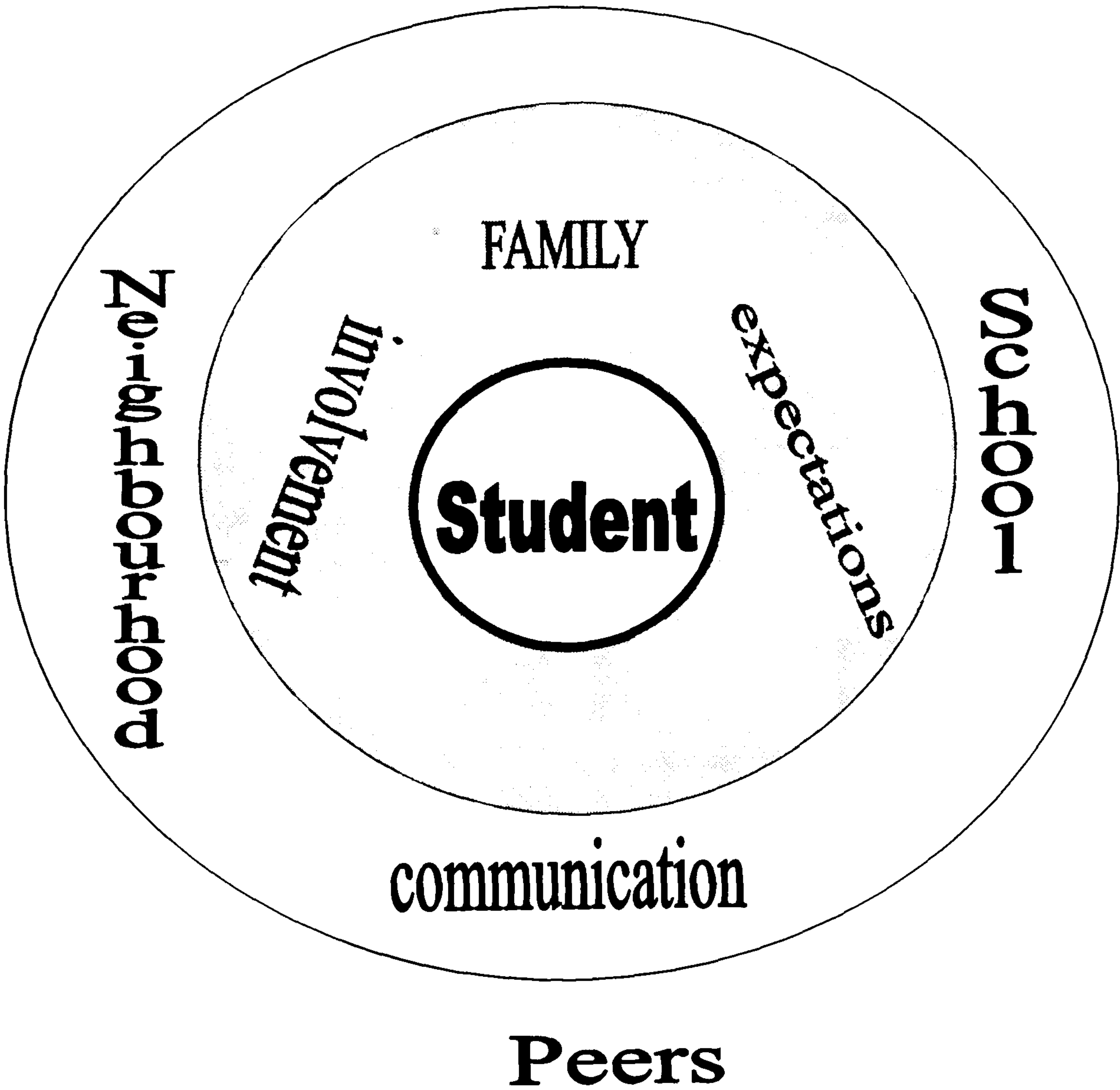


Figure 1: The Microsystem (within the microsystem: parental influences, perceptions, and individual characteristics) (Patrikakou, 1997)

Patrikakou (1996) investigated parental influences on adolescents' academic achievement with and without learning disabilities using this model. It was found that the students' perception of parental expectations had the strongest indirect influence and these parental expectations and perceptions of parental expectations were instrumental in raising academic expectations and achievements of adolescents. This therefore indicates the importance of the student's perceptions of the forms of parental attitudes in their academic life. These findings are in line with the findings from Eccles' model and with the theoretical adaptation of Bronfenbrenner's theory (Patrikakou, 1997). This model shows that parental factors, students' perceptions of parental influences and student characteristics in turn, affect overall academic expectations and success of students.

The study carried out by Patrikakou relates directly to the present research questions concerning the three areas of influences, namely parental factors, the students' perception of parental influences and student characteristics and further the three types of parental factors, i.e. direct parental involvement, parent communication and parental expectations. The parental factors are important as they may affect parent-child communication, the students' self-esteem, and academic achievement and expectations; therefore the influence that the parent has on their adolescent. The parents themselves should be asked directly about their own expectations for their adolescent in order to obtain such information. Students' perception of parental influences is also of relevance to the present research, in the respect that the perception of parental expectations may differ to actual parental expectations. This may in turn give rise to perceived parental pressure and show differing levels of communication between parents and students.

The adolescent students, therefore, should be asked about their own perception of their parents' expectations towards their academic achievements, in order that this information may be revealed. Student characteristics is also of importance to the current research presented later, particularly in relation to student levels of self-esteem; therefore the students own levels of self-esteem are measured. Student levels of self-esteem may differ between schools and courses and are investigated in this research since they are factors associated with academic achievement. Parental attitudes and

behaviours and their influence on adolescents in the area of academic achievement may therefore differ depending upon the type of school and the type of course that students attend.

Currently there has been little research into whether these differences in parental attitudes and behaviours exist between school contexts and course contexts, and more importantly, whether they directly or indirectly influence adolescents' academic achievement. The present research aims to determine how these areas above affect students' self-esteem, communication, academic achievement and expectations and therefore the influence of parents and concordance between students' and parents. It should be noted however, that this does not actually mean actual academic achievement, but the notion of being content with the achievements and the similarities and differences in parental expectations and student expectations.

Sanders, Field and Diego (2002) in their study on adolescents' parents and peer relationships found that students with high quality parental relationships reported a higher grade point average, greater academic expectations and more frequent participation in exercise and sports. They attributed these findings to adolescents' desire to please their parents. Therefore, the perception of parental influences by students is also important as this acts as a mediator between actual parental expectation and academic achievement. This relates to the research questions in the present study in the respect that the adolescents' perception of parental expectations may differ to actual parental expectations as a result of the parent-child relationships. This may also give rise to parental pressure and affect the levels of self-esteem, global self-worth and the levels of motivation, aspirations, choices and expectations of the students. Furthermore these parental influences and communicative relations may differ depending upon the type of school and course. It seems important therefore for parents not only to hold high expectations for their children, but also to communicate them with clarity to adolescents. The more clearly high expectations are communicated, the more accurate the student's perceptions of them will be. It is important to note that high parental expectations are by no means synonymous with parental coercion or pressure. The importance of parental expectations and the way that these are communicated are

important factors which will also be included in this study. There may be high concordance and accuracy between the students and the parents in relation to expectations and understanding of their communicative relationships with each other but there may also be a difference in these responses thereby giving rise to the students' perception of parental pressures to achieve. Hence Patrikakou showed that parents do have an effect on the academic achievements of their children.

The aspirations and expectations that parents have for their adolescents give rise to parental influence, thereby affecting the students' motivation, aspirations, choices and expectations. This may in turn give rise to parental direction and pressure on the child in school. Hunter and Youniss (1982) examined the relations between parent-child and child-peers. They thought that parental conformity may represent compliance to parental demands, whereas peer conformity may represent adolescents behaving similarly through mutual discussion and consensus formation. However, parental expectations and aspirations must be communicated well and positively, in order to affect the students' perception of their parents' influence on them.

Further, parental support and encouragement for their children's education and extra-curricular activities may also affect the academic expectations of students. The parent may be supporting their child educationally, but it is the perception of this support that is the important factor in this case. If the parent is unable to communicate this support and encouragement to their child, the child will perceive that the parent is not supporting them educationally. Trusty (1998) found overall, in his study on family influence on educational expectations of late adolescents, that students' perception of parental educational support and encouragement of extra-curricular activities seemed to influence adolescents' educational expectations. This positive perception of parental support may ease students' concerns in relation to educational matters.

Adolescents have to make many decisions during their years in school, such as which courses to take, whether to go to university, future career choices and therefore advice is sought and given to the student from a number of sources, which may include their parents. These decisions are hard to make, as they affect students' future educational

expectations in the long-term and so great consideration must be undertaken before definite decisions are made. The influence however, that a parent has on their child, may in turn, affect the choices that they make and the educational expectations that the student has for themselves. In the study carried out by Trusty (1998) on family influence on educational expectations in late adolescents, the questionnaire contained 10 categories relating to expected education. Students were instructed to indicate 1 of 10 categories of expected education, which included a) some high school, b) finish high school or earn equivalent, c) vocational school – less than 2 years, d) vocational school – more than 2 years, e) college – less than 2 years, f) college – 2 or more years, g) college – bachelor's degree, h) college – master's degree, i) college program – PhD, j) MD, LLB, JD, DDS, or equivalent. Trusty (1998) also devised a career control scale which assessed the degree to which students perceived that they and not their parents had control over job, money, university/further education and high school course-selection decisions. On each item, students were asked to denote one of the following: a) I decide by myself, b) I decide after discussing it with parent(s)/guardians, c) parent(s)/guardians and I decide together, d) parent(s)/guardians decide after discussing it with me, e) parent(s)/guardians decide for themselves. Higher scores indicated greater parental control over the student. Parental career control was found in general, to be positively related to adolescents' educational expectations. The more positively adolescents perceived their parents, the more adolescents perceived their parents as controlling and the more parents reported involvement behaviour, i.e. attended school activities, worked on homework, attended entertainment events etc., the higher the educational expectations of late adolescents. It should be noted however, that low and extremely high levels of parents' control over adolescents' career decisions do not encourage further education, but adolescents do not react adversely to moderate and moderately high levels of parent career control (Trusty, 1998). Further, parents who believe that their own role is important in affecting their child's achievements tend to be more controlling and more facilitative to the developments of the child's interests (Georgiou, 1999).

Moreover, parental involvement in their children's education may also affect the students' academic development and overall achievement. This was highlighted in the

study by Fan (2001) which was concerned with parental involvement in high school students' academic growth. The study found that parents' educational aspirations for their children's academic achievements had a consistent and positive effect on students' academic growth. Parental involvement was also revealed to be very much a multidimensional concept.

Parents therefore play an important part in the development of students' own educational expectations either positively or negatively and this is dependent upon how the student perceives this parental influence. These high levels of parental influence may however give rise to perceived parental pressure by their adolescent student, which may affect their overall academic expectations and achievements.

Differences in parents' educational background may be significant. Parents who were educated to A-level, may believe it necessary for their children to also attain A-levels, whilst parents who were not, may encourage their children to attain A-levels, because they lacked this opportunity. Both scenarios may give rise to parental pressure. Wilson and Wilson (1992) reported that when parents had a) higher education levels, b) stronger influence on their children's high school programs, and c) higher educational expectations for their children, adolescents also had higher educational expectations. These educational expectations were also found to be more strongly associated with parents' education levels than with parents' expectations for adolescents' or with parents' influence on high school programs.

Parents are also influential in the achievement outcomes of their children: several investigators have reported that adolescents seek parents' advice on particular matters including choice of school or career (Youniss and Smollar, 1989; Brittain, 1963). Steinberg, Dornbusch and Brown (1992) reported that even when comparing peer influences with those of parents, it is the parental influences that have most salient impact on the long-term educational plans of adolescents.

Wilks (1986) carried out a study, which investigated the relative importance of parents' and friends' opinions in a sample of Australian adolescents. Wilks developed a

questionnaire designed to identify particular areas where the adolescents and their parents would generally agree that adolescents should seek the advice of either parents or friends. The participants had to decide whose opinion they would consider more important for 18 situations, using a 5-point likert scale, which were grouped into 4 possible areas: parent consensus; friend consensus; marginal cross-pressures; and areas of possible conflict. The students and their parents were found to be in agreement with whose opinions would be sought in these particular situations: parents' opinions were most important in areas involving educational and vocational decisions, and all 'future-oriented' decisions.

Wilks' study has helped in the identification of particular areas, where there was general agreement that an adolescent would seek advice from either a parent or a friend. This study and hence the developed questionnaire is therefore concerned with the perceived importance of others. The questionnaire resulting from this study has validity and the results are similar to those of Kandel and Lesser (1969). Wilks study also supports Brittain's (1963, 1967) suggestions that adolescents seek their parents' advice and opinions for longer-term, important and difficult decisions, such as which courses to take at school, whereas friends' opinions and feelings will be more important for decisions in the short-term, less important and less difficult areas, such as which social groups to attend.

A study carried out by Morrow and Wilson (1961) found that high-achieving adolescents, compared with low-achieving adolescents, tend to come from families where family members shared decisions, ideas and activities. These parents were also likely to praise their adolescents' performance and showed trust in the adolescents' competence. Smith (1976) (cited in Lerner and Spanier, 1980) found that parents, more than the peer group, influence the adolescent to seek advice and consider opinions of parents. In a later study, Smith (1982) concluded that parent-child agreement on a particular orientation may be affected mainly by the clarity and persuasiveness of parental communication relevant to that specific orientation: he found strong effects of accuracy of offspring perceptions, thus demonstrating the importance of the children's clear understanding of the educational goals advocated by the parent.

The impact of parents on children's self-concept of achievement and related beliefs regarding mathematics achievement was assessed by Parsons, Adler, and Kaczala (1982). They discovered that parents who think that mathematics is hard for their children and who think that their children are not very competent at it, have children who also possess a low self-concept of their mathematics ability, see mathematics as difficult, and have low expectancies for their future performances.

Moreover, Phillips (1987) found that children with low perceived competence held substantially different perceptions of parents' beliefs about their competence. These children estimated that their mothers and fathers judged their abilities less favourably and expected less of them in achievement. Phillips (1987) also asserted that these children felt greater parental pressure to achieve in comparison to children with high perceived competence. She concluded that the way in which parents perceive their children's abilities is a principal component to whether bright children will view themselves accurately as academically competent or inaccurately incompetent. These students have acquired, according to Phillips, '*illusionary perceptions of incompetence*' corresponding to parents' beliefs about their children's abilities. These parental beliefs in turn appear to provide children with the feedback they use to generate their self-perceptions.

It appears that expectations from parents affect students' perceived competence in schoolwork. Students with low perceived competence have lower expectations for future success, and these lower expectations may give rise to actual low success. Similarly, students with high perceived competence have higher expectations for future success, which in turn may give rise to actual high success. Students, for whom teachers and parents have high expectations, also have high expectations, and perform better in academic tasks, such as coursework (Eccles, 1983).

These findings suggest that parents have power in influencing children's educational planning. Moreover, Kandel and Lesser (1969) showed that most adolescents have plans which are in agreement with their mothers *and* their friends, with those adolescents in agreement with mothers as compared with those in disagreement, being

more likely to be in agreement with their peers. This finding further indicates that adolescents and peers are more likely to be in agreement with each other in most matters than with one or both parents.

Students not only interact with their parents, but also their peers. This interaction, therefore may also affect their motivation, and hence their academic aspirations, expectations, choice and achievements.

2.3 PEER GROUP INFLUENCES

Adolescents can lead busy lives, whereby for some the majority of their time is spent outside the family unit, generally with a number of close friends who form the adolescent's peer group. Adolescents spend at least 6 hours a day in school and some adolescents may also partake in extra-curricular activities, have part-time jobs, and/or engage in an active social life, all of which consume a large proportion of spare time. Students in late adolescence have developed their own opinions, attitudes and reasons on particular matters. It is during this time, with peers and others that ideas may be formed, concerning reality, values, moral standards; and decisions are made without parental involvement (Youniss and Smollar, 1985).

Many researchers assert that peers are also influential in areas such as aspirations and achievement. Berndt (1989) reported that interactions with peers can be conceived as having '*distinctive or even unique effects on children's development*' (p.408), regardless of the precise nature of the relationship, and hence, may contribute to the outcome of their friends' achievements. Interactions with peers can have a potentially negative impact on achievement of educational goals, but positive relationships with peers have been consistently related to positive academic outcomes (Wentzel, 1991). Similarly, discovering that an individual's peer group/friends performed a particular task, can promote self-efficacy and motivation, because the individual is likely to believe that if his/her friends can do it, s/he will also be able to do it (Schunk, 1991). Peer group context, also affects the development of young adolescents' beliefs and behaviours (Ryan, 2001).

Moreover, peer groups or friendship groups can offer the adolescent acceptance, credibility and some kind of identity. There may be certain activities that the peer group engages in that are thought of as a good thing to do, and other activities that are not. For example, scholastic performance may be thought of as a highly rewarded activity, and so therefore each member of the peer group will want to achieve highly, and so are motivated to do well, if they wish to be still accepted by their peers, and continue in that particular group. In contrast, the activity of scholastic performance could also be thought of as being a low rewarded activity, and so therefore members of the peer group would not be so highly motivated to achieve, if they wish to be still accepted by their peers (Winiarski-Jones, 1988). However, research into the question of whether or not peer associations nullify parental influence, has contradicted this. Coleman (1980) concluded that parents' and peers' values usually overlap and adolescents tend to choose friends whose values are similar to those held by their parents. Kandel and Lesser (1972) also found that adolescent peers tend to reinforce adult influence rather than invalidate it, and that peers serve a complementary role to that of parents in the areas of education and career (Youniss and Smollar, 1985). There is some controversy however as many researchers declare that peers do influence each other on many important behaviours, including aspirations, achievements, values and attitudes (Hartup, 1978).

Findings from Hunter and Youniss (1982) support the notion that friendship and parent-child relations may fulfil fundamentally different functions during adolescence, even though there are many areas of overlap. This may also include the educational choices that the student makes in school. Moreover, the study by Young, Antal, Bassett, Post, DeVries and Valach (1999) indicated that adolescents can also be significantly influenced by their peers in the area of career choices. In their study concerning joint actions of adolescents in peer conversations relating to career, 20 adolescent dyad conversations were both video-taped and audio-taped. Young et al (1999) defined joint actions as the *'intentional behaviour of a group of people attempting to realise a common goal or engage in a common process'* (p.527). These common goals included educational planning, career selection and personal future. It was found that the way in which adolescents discussed their educational plans or careers may be less specific and

less obvious in conversations with parents; however, it was none the less important. Further, conversations between peers seemed to complement adolescents' conversations with their parents and teachers.

Berndt (1999) asserted that there are two pathways in which an adolescent is influenced by their close peer group friends, but the strength of this influence is not clear. The first pathway, researched most often, is the influence of having friends with certain characteristics. For example, students who have friends with high academic grades are likely to improve their own academic grades, and students' effort on their school work is more likely to decrease if they have friends who put little effort into their school work. The second pathway, researched less frequently, is that students' adjustment to school can also be affected by the quality and stability of their friendships. Students' whose friendships have more positive features and fewer negative features are more involved in classroom activities, better behaved, and higher in academic achievement. Students with more stable friendships are better adjusted to school. Students can therefore be influenced by their friends positively or negatively, depending on the characteristics of their friends, and these influences may affect academic aspirations and educational outcomes of these students.

Epstein (1983) carried out an extensive longitudinal study into the influence of friends on achievement and affective outcomes. This study looked at the students' perceptions of their attitudes and behaviours and English and Maths report card grades, when the students do and do not select friends who are initially similar to themselves on selected characteristics (sex, race, achievement, age and interests). Epstein was interested in whether there was a difference in these attitudes, behaviours and grades over time. Two particular results from this study should be noted. Firstly it was found that students with low or high report card grades, who initially had friends with high report card grades, were found to have higher grades 1 year later than similar students who initially had friends with low report card grades. Secondly, students who chose to have no friends were at some disadvantage in making positive changes in their achievement scores, as compared to students who had friends with high report card grades. Peer group

friendships therefore have an impact on students' academic achievements and behaviours in school.

Further, peer group friendships and activities may also affect students' overall satisfaction with school and their school experience. Gilman's (2001) study on the relationship between life satisfaction, social interest and participation in structured extra-curricular activities revealed two important findings. Firstly, higher social interest was significantly related to higher levels of overall satisfaction with school experience, as well as satisfaction with friends and family; and secondly, adolescents who participated in greater numbers of structured extra-curricular activities reported higher school satisfaction.

Moreover, Marsh (1992) concluded in his study on extra-curricular activities that students participating in more extra-curricular activities reported significantly higher academic self-concepts, which in turn influenced other educationally relevant outcomes. Therefore school extra-curricular activities with friends can have an impact on students' feelings about their social acceptance and their overall satisfaction with their academic achievements and school experiences. These findings indicate the importance of peer groups within school, particularly regarding achievement outcomes. This study therefore shows that these outcomes can be positively influenced by their friends who have high scores on the same academic or non-academic outcomes and students' friends in school do not always necessarily have an adverse effect on student's academic success in school. This positive peer influence affected overall academic success with both students with initially low scores and students with initially high scores. Peer influence, may actually be a positive influence rather than a counter-influence to that of parents.

It can be seen therefore, that the expectations of the self, parents, and peers, affect the academic achievements of students. Not only may one or a combination of these expectations influence students' academic motivation, aspirations, choice and achievements, they may differ depending upon the type of school the students attend.

It is now appropriate to consider the nature of the setting in which the present study was set. The next chapter turns attention to the educational setting and specifically in terms of the school and course type.

3. EDUCATIONAL SETTING

The purpose of this chapter is to build upon the literature discussed in the previous chapter and contextualise the specific focus of the research. This will primarily review existing literature on school context and course type in relation to students' achievement outcomes. Presented in three sections, initially the chapter explores the school context and considers its relevance to the academic achievements and behaviour of students. In the second section, a discussion is presented concerning two types of courses available to post-sixteen students of particular interest to the study, i.e. A-Levels and Advanced GNVQs. This section also includes a debate as to whether the type of course affects the behaviour and academic achievements of students. The final section in this chapter provides a rationale for the design of the present study on whether differences exist in the psychological influences on academic motivation, aspirations, choice and expectations depending upon the particular secondary school that the student attends and/or the type of course the student is undertaking. This section presents the questionnaires which were used in the research to enable an effective exploration of the research and identifies the set of research questions and hypotheses. These were derived with the existing knowledge in mind in order to open up an area of investigation that has not yet been subjected to in-depth study.

3.1 SCHOOL CONTEXT

There has been some debate as to whether or not schools in general and specific schools, such as state or private, affect the behaviour and academic achievements of students. Rutter, Maugham, Mortimore, and Ouston (1979), found in a sample of 12 UK schools in inner London, that the schools with the highest proportion of more able students had the highest levels of academic attainment, and best attendance records. This was revealed even when the effects on outcomes of students' individual characteristics and family background were controlled. The longitudinal data gathered also showed that student outcomes were associated with experiences which occurred during the years of secondary school education, and these differences in outcome were

systematically associated with the characteristics of the schools, such as working conditions and teacher availability for consultation. Similar effects were found on national examination results in 15 schools in Scotland, where the effect of being in a more selective school was at least as strong for low ability students as high ability students (Willms, 1985).

Within the secondary school setting, Rutter, Maugham, Mortimore, and Ouston (1979), concluded that students were more academically successful in schools where homework was regularly set and marked, and where teachers expressed expectations that a high proportion of the students would do well in national examinations. An important consideration, regarding consistency in outcomes of academic achievement is whether schools effective for one group of students are also effective for other groups (Rutter, 1983). This would lead to important questions, such as, whether the school variables that favour good academic achievements for the most able students are the same as those that lead to success for the lesser able. Students often, however, find themselves in schools, where the average ability level differs from that of other schools, and a student may find that s/he is below the average ability level in one school whilst above it in another. This may affect a student's image of their own academic expectations and overall outcomes.

Marsh (1987) noted that *'for at least some children, early formation of a self-image as a poor student may be more detrimental than the possible benefits of attending a higher-ability school'* (p.292). Equally able students were found to gain higher grade point averages in lower-ability high schools than in higher-ability high schools. Marsh (1987) concluded that the frame of reference effects on grade point averages have indirect effects on subsequent academic self-concepts, and the frame of reference effects on students' academic self-concepts had an indirect effect on subsequent grade point averages. This suggests therefore, that amid students in different schools, who are equally able, there are variations in their perceived capabilities and that these variations may affect ensuing academic achievements.

Students, usually, do not have control over the school to which they attend. It is the parent who initially makes the decision as to which type of school their child will attend. Research has been carried out on parents' reasons in choosing either private or state education for their children and however, there is no evidence showing that the child's opinions are taken into account. Further, Jeynes (2000) asserted that most UK studies have focused on either demographic, political or equity factors, with only a limited amount of attention placed on the effects that school choice has on children's academic achievements.

A study carried out by West, Noden, Edge, David & Davies (1998) examined the differences in secondary school choice processes in the state and private sectors in selected schools in both inner and outer London. One key finding from this research was that the process of choosing a school began earlier in the private sector than in the state sector. There were also significantly more parents of children in the private sector who said that the quality of education was essential than in the state sector.

Interestingly the same proportions of parents in both the private sector and in the state sector wanted their child to go into a professional occupation, but the quantitative findings showed that the aspirations for the private sample were much higher than for the state sample, particularly in relation to the child's public examination results and entry to higher education. These greater parental aspirations and expectations asserted by private school parents and the perception of these aspirations by their children may in turn affect students' own expectations and levels of global self-worth.

The state and private schools may also have distinctive values and beliefs which can constrain students to behave in particular ways (Donnelly, 2000). Schools have particular rules and regulations for the students to follow and students must adapt their behaviour to observe them. Entrance examinations must be undertaken and fees paid to attend a private school, in contrast to the state run sector whereby it is the catchment area determines school choice. A school that is suitable for the achievement of one student therefore may not necessarily be the same for another student. Moreover, the type of school and attitudes towards that school may affect motivation and overall academic outcome of students. Chase (1992) compared student, teacher and parent

attitudes towards school using an 8-item questionnaire from the National Study of School Evaluation opinion surveys. It was found that overall parents were more satisfied with the school than the students or the teachers. This may be due to their wider perspective or their lack of knowledge of specific details. It was also found that the students were less enthusiastic about the school situation than either teachers or parents. This research compared the opinions of parents, teachers and students from a very large sample which confirms its validity.

Parents may believe therefore that they are sending their child to the 'right' school, whereby their child will be receiving the best education with the best facilities or the best school in the catchment area. Moreover, the parents may assume that their child can only benefit from attending a particular school, with all the factors considered. This particular school, however, may not in fact be 'right' for the student. The student may feel that they are not as academically able as those around them, or their academic aspirations may differ to the other students. Also, the environment, facilities or teachers may not suit the particular needs of the student. These factors may, in turn, affect the students' opinions of themselves, their self-esteem and their overall behaviour and academic achievements.

Many parents believe that private schools are superior in producing academic achievement and the reason most frequently given by parents for increasing private school enrolments is the perception of poor educational standards in the state schools (Willms, 1987). Further, Foskett and Hemsley-Brown (2001) noted that high attainment aspirations by parents are an important motivation for seeking entry to academically selective schools. In 1981, the National Opinion Research Centre (NORC), (cited in Willms, 1987) found that private schools in America were more effective in producing academic achievement. The private school has greater freedom in student selection, and can therefore offer a more specialised curriculum that prepares students for university/further education admission. Further, a small-scale study by Foskett and Hemsley-Brown (2000) examined parental attitudes to independent education. Parents' whose children were attending three independent schools, in contrasting locations in England, discussed their decision to choose an independent rather than a state school.

This research found overall, that the independent school parents' choice was based on a commitment to academic education as the pathway to higher education entrance and high-status professional employment, and a long-term plan for their children's educational pathway towards this. However, Jeynes (2000) expressed his concern that the nation-wide data sets used by researchers probably fail to test whether school choice really enhances the academic achievement of the participants.

There has also been some debate as to whether the type of course affects the behaviour and academic achievements of students. Coleman and Hoffer (1987) conducted a study comparing state and private schools in America, focusing part of their study on the courses that the students pursue within the types of schools. Their results showed that private school students tended to take a more academically focused set of courses than state school students. It was also found that the private school students were inclined to come from families that had higher academic expectations for their children and therefore required their children to take a more academically focused set of courses. The educational research literature relating to whether type of course or type of school affects the behaviour and academic achievements of students has predominately been carried out in the US. Nevertheless the US research literature in relation to these areas offers a number of useful insights that may be helpful in illuminating these issues which are relevant to the UK context and similar findings may be produced.

3.2 TYPE OF COURSE

Post-sixteen students in Britain currently have the option of two types of courses – the traditional A-level route and more vocational Advanced GNVQ route. According to Smithers and Robinson (1991) (cited in Edwards, Taylor Fitz-Gibbon, Hardman, Haywood and Meagher, 1997 p.2) *'the system is still seen as mainly geared to developing academic talents in a minority whose success then casts a long shadow because it so accentuates one kind of educational achievement that alternatives are stigmatised as suitable only for those who have failed something else.'*

The Advanced GNVQs were designed as a real alternative for students, many of whom were expected to be as able and ambitious as their A-level contemporaries. It was also assumed that Advanced GNVQ students wanted their studies to be more practical and to have a direct bearing on their future employment, but yet equal and comparable to A-levels in the opportunities that they make. The Advanced GNVQ is intended to be worth the same as 2 A-level passes as a qualification for entry to higher education, with a Merit or Distinction equivalent to higher grades of A-level pass.

The student usually chooses two, three, or four A-levels made up from a variety of separate academic subjects, depending on which particular subjects the school is able to teach, and what subject the student requires for a particular university course or employment. Advanced GNVQs, on the other hand, represent knowledge and skills 'regionalised' into areas of application (Bernstein, 1990) (cited in Edwards et al, 1997) – i.e. selected primarily because of their presumed relevance as preparation for employment within a particular vocational field. The student therefore chooses a particular Advanced GNVQ to study, which is made up of a number of compulsory units of core skills, relevant to the particular vocational Advanced GNVQ.

In a study carried out by Carol Taylor Fitz-Gibbon (1997), data were obtained from the extensive ALIS+ questionnaires. ALIS+ is an A-level and GNVQ Information System, which analyses data sets from questionnaires, administered to students and combined with data on students' examination results for GCSEs and A-levels or GNVQs. Taylor Fitz-Gibbon investigated the responses that the students had given for undertaking either A-levels or Advanced GNVQs. It was found that four out of five of the Advanced GNVQ students thought that 'the course sounded more interesting' and more than half of the students stated that preference for coursework, as opposed to examinations, was also a factor in their choice between taking A-levels or an Advanced GNVQ. Further, 1 in 5 students stated that low GCSE grades or lack of GCSEs was also a factor (Taylor Fitz-Gibbon, 1997). Discriminant analyses were carried out on students in schools where there was a choice between taking A-levels and Advanced GNVQs, and it was found that there were two main variables that differentiated the Advanced GNVQ students: lower GCSE grades (particularly in the sciences) and

having parents with lower status occupations. Taylor Fitz-Gibbon (1997) also found that the perception of university attendance was considerably lower for Advanced GNVQ courses than for A-level courses.

Moreover, Hillier and Oates (1997) noted the different ‘currency’ of academic and vocational qualifications in respect of selection for university and employment, where A-levels and degrees have persistently been seen as having greater value and worth. Furthermore, Huckman and Fletcher’s (1996) study on teachers’ views of the sixth form curriculum highlighted the belief that academic courses dominate as a means of receiving a place at university and in the job market. Moreover, the teachers of the vocational subjects interviewed in this study described how the academic and non-academic divide was made worse by the traditional attitudes held by other teachers, as well as students, parents, and prospective employers which viewed the vocational subjects to be second best. Knight and Helsby (1998) criticised the Advanced GNVQ courses stating the belief that the courses are too educationally led to offer a valid vocational qualification. Hence, employers may feel that these students have acquired less actual vocation skills in undertaking the Advanced GNVQ and hence decrease the students’ chance of employment.

There has therefore been some debate as to whether the type of course affects the behaviour and academic achievements of students. The present study addressed these issues by exploring the relative influences (self, parents and peers) and the educational plans of adolescents in two different types of courses: academic A-levels and vocational Advanced GNVQs. One or a combination of these expectations may influence students’ academic motivation, aspirations, choice and expectations. This may differ depending upon the type of school the students attend and the type of course they undertake.

3.3 PRESENT STUDY

Previous research has shown that the sources investigated in this research, i.e. the self, parents, and peers, either one or a combination, affect the motivation and achievements

of students in school. The majority of previous research has investigated one of these sources of influence in isolation, but there is evidence that more than one of these influences may affect the student in some way. Moreover, it is imperative that these sources of influence are studied together, in order to determine how adolescent students perceive these influences and in turn how they may affect their achievement outcomes. Relatively little research has been carried out in Britain to ascertain whether differences exist in the psychological influences on academic motivation, aspirations, choice and expectations depending upon the particular secondary school that the student attends and/or the type of course the student is undertaking.

Students in the sixth form are given the choice as to which type of course to study, either A-levels or Advanced GNVQ. Yet, there has been little research as to why students' undergo the particular courses and even more interestingly, how these choices affect these students' perceived competence of their abilities, self-concept, motivation, academic beliefs and overall academic outcomes.

There are also two main types of school which students may attend in Britain, i.e. state and private. In the private school, any student from any catchment area may attend, but the school selectively chooses the students and school fees must be paid, either by the parents or as a result of receiving a scholarship. State maintained schools are mostly run by the local authorities and financed by the Government through public funds. Adolescents from a large catchment area attend, and no entrance examinations or school fees are required. There are a few local authorities, however, that also have a selective secondary school system, known as grammar schools and there are around 150 state grammar schools in England altogether. Students wishing to attend these schools sit a test at the age of 11, which determines whether they gain entry to the local grammar school. However, the majority of children in the UK attend state maintained schools. Most studies in the UK have focused on either demographic, political or equity factors, with only a small amount of attention placed on the effects on the academic results in children (Gerwitz, Ball and Bowe, 1995; Woods, Bagley, and Glatter, 1998). There has also been a definite deficiency of research material which adequately tests the effects of choice on academic achievement (Jeynes, 2000). The differences between these two

types of school (private and state) and their possible effects on students have been outlined above and are investigated in the present study. Past research has not made it clear as to how these schools affect the students and whether there are any differences between the students in the two types of school, with regard to their perceived competence of their abilities, self-concept, academic beliefs and overall academic outcomes.

In Britain, at the age of sixteen, students have a choice as to whether they wish to leave or stay in school. Therefore the group of adolescents chosen for this study were in the sixth form, years 12 and 13, both males and females (aged sixteen to eighteen), studying for their A-levels or Advanced GNVQs, in the two types of schools. These students have therefore decided to continue their education.

An effective exploration of parent and/or peer influences on academic beliefs required the development of an appropriate research instrument. The instrument developed needed to be appropriate for use with both parents and their adolescent children and a large group of participants. The instrument was required to provide information concerning the views of both the parent and the adolescent student in the areas of academic beliefs, views relating to the school they attend, the students' level of self-esteem, parent and adolescent relations, aspirations, choices and expectations. Therefore, this research used a specifically devised questionnaire, in addition to those described previously, in order that the issues relevant to the research questions could be answered.

The present study presented the parents and their adolescent students with questionnaires to complete, which asked for opinions relating to the students' peers. The peers were not specifically asked questions, due to the fact that evidence shows that it is the parents who are of most importance, and therefore the direct opinions of parents should be sought when investigating the academic expectations, aspirations and achievements of students. Therefore this study does not involve the adolescents' peer group friends specifically and only the students' perceptions of peer influence were examined.

The questions devised by Wilks were pertinent to the present study, because they confirm the validity of the newly devised questionnaire. The use of Wilks' questionnaire in the study allowed for an investigation into any school context or course differences, in order to ascertain who the students seek advice from, in particular situations and to see if student and parent opinions are in concordance with each other in these particular areas. There is little evidence from previous research to suggest that these differences either exist or not. It was therefore useful to include these questions devised by Wilks (1986) in the present study because it aims to reveal the significance of parental and peer 'influence' – these levels of influence may differ according to the type of school and type of course.

The questions from Chase (1992) which derive opinions about school were also used in the present study. The questionnaires were distributed to both the parents and the students. This would not only allow for a direct comparison between the students and their corresponding parents, on their opinions concerning the school which the student attends, but also between school contexts. This would therefore show the differences, if any, between the schools, in general terms, giving rise to a broader outlook in the research. Differences between the school contexts in particular are thought to exist, since school funding for state sector schools is only available from the Local Education Authority, whereas funding is available for the private sector schools from the school fees paid by parents.

This study also used and extended Harter's Self-Perception Profile for Adolescents (Harter, 1988) which is considered to be reliable and valid, in order to obtain accurate findings in the specific areas of perceived competence and students' global self-worth. Perceived competence and student's global self-worth may not only differ depending upon the type of school they attend, but also depending upon the type of course they study. There is little evidence from previous research to suggest that these differences either exist or not. Hence students' global self-worth and perceived competence was investigated in the present study, in order to address these unanswered questions.

It was expected that these views depended on the school the student attends, state or private and the course the student is studying, A-level or Advanced GNVQ. With all of these factors taken into consideration, one might suggest, that amid students who are equally able, there are variations in their own perceptions of their capabilities, and these variations may affect ensuing academic achievements.

With the existing knowledge in mind a set of research questions and hypotheses were devised in order to open up an area of investigation that has not yet been subjected to in-depth study. Two studies were designed to answer these questions and hypotheses in a systematic way and suitable methods of analysis were employed to interpret the findings.

The present research on the effects of parent and/or perceived peer influences on adolescents' academic beliefs in state and private schools and in A-level and Advanced GNVQ courses, addresses these following questions:

1. Do adolescents in the two types of school and/or two types of courses differ in their levels of motivation, aspirations, choices, and expectations?
2. Do adolescents in the two types of schools and/or two types of courses differ in their communicative relationships with a friend and/or parent, thereby reflecting the relative influence of those individuals?
3. Do adolescents in the two types of schools and/or two types of courses differ in their levels of self-esteem, and global self-worth?

Three hypotheses have also been derived for this research:

1. Students attending a private school perceive more influence by their parents than students attending a state school.
2. A-level students perceive more parental influence than Advanced GNVQ students.
3. State school students have higher global self-worth scores than private school students.

This research study took a holistic approach looking at parents, peers and the students' self and how these influences impact on students learning, motivation and achievement

within two different school contexts and two different course types. The study also gained information from both the students and their parents, which gave a real picture of the perceptions of influence and actual influence. The above questions, hypotheses and issues raised, were explored through two studies; the first by means of quantitative questionnaires (Chapter three) and the second through individual qualitative interviews (Chapter four). The next chapter introduces the quantitative study, which presents in detail the methodology employed and an examination of the findings produced from the student and parents questionnaires in the two types of school and the two types of course.

4. STUDY 1 – QUANTITATIVE STUDY

The purpose of this chapter is to describe the design, method and analysis of the quantitative study. The findings of this study are also revealed. It will begin by explaining those students and parents who took part in the study. The measures used in the study and the procedure undertaken are then described. The design of the study which was used to examine the research variables will be explained. Finally, the findings of the study are presented.

4.1 METHODOLOGY

4.1.1 Participants

The data were gathered from lower and upper sixth form students at two private schools and two state schools, and their parents who were pre-dominantly middle-class. All schools were co-educational. The private schools offered a variety of A-level subjects, and extra-curricular activities. The state schools offered a variety of A-levels and Advanced GNVQ courses³ and extra-curricular activities. Permission was sought from the head teacher from each school and students were asked if they wished to take part. If they did not wish to take part the questionnaire was not completed by either the student or the parent.

The data used was the student questionnaire and the corresponding parent questionnaires. Questionnaires were only used when both student and parent responded (see table 1).

Table 1: Participants from Each School and Course

School	Course	Student Group			Parent Group		
		Male	Female	Total	Male	Female	Total
State School 1	A-Level	10	19	29	11	18	29
State School 1	Advanced GNVQ	19	11	30	7	23	30
State School 2	A-Level	6	30	36	6	30	36
State School 2	Advanced GNVQ	19	29	48	10	38	48
Private School 1	A-Level	15	13	28	10	18	28
Private School 2	A-Level	14	23	37	12	25	37

³ The Advanced GNVQ courses were only available at the two state schools used in the study.

Private schools:

Private School 1

28 complete pairs of questionnaires were returned out of an initial 70 sets distributed. Of the students, 15 were male and 13 female, and of the parents, 10 were male, and 18 female. The students' mean age was 17:2 (range 16:6 – 17:10). The students were from a variety of different A-level classes.

Private School 2

37 complete pairs of questionnaires were returned out of an initial 80 sets distributed. Of the students, 14 were male and 23 female, and of the parents, 12 were male, and 25 female. The students' mean age was 16:9 (range 16:2 – 17:8). The students were from a variety of different A-level classes.

State schools:

State School 1

29 complete pairs of questionnaires were returned out of an initial 100 sets distributed to the A-level students. Of the students, 10 were male and 19 female, and of the parents, 11 were male, and 18 female. The students' mean age was 17:3 (range 16:5 – 18:1). The students were from a variety of different A-level classes.

30 complete pairs of questionnaires were returned out of an initial 100 sets distributed to the Advanced GNVQ students. Of the students, 19 were male and 11 female, and of the parents, 7 were male, and 23 female. The students' mean age was 17:8 (range 16:8 – 17:10). The students were from a variety of the different Advanced GNVQ courses offered to the students.

State School 2

36 complete pairs of questionnaires were returned out of an initial 85 sets distributed to the A-level students. Of the students, 6 were male and 30 female, and of the parents, 6 were male, and 30 female. The students' mean age was 17:5 (range 16:6 – 18:6). The students were from a variety of different A-level classes.

48 complete pairs of questionnaires were returned out of an initial 80 sets distributed to the Advanced GNVQ students. Of the students, 19 were male and 29 female, and of the parents, 10 were male, and 38 female. The students' mean age was 17:1 (range 16:8 – 17:7). The students were from a variety of the different Advanced GNVQ courses offered to the students.

There were therefore a total of 208 complete questionnaires returned from all schools, and these complete sets of questionnaires were used in the analyses of the study.

4.1.2 Materials

There were 5 measures used and each one will be explained in turn.

Measure One – Main questionnaire:

This questionnaire was developed specifically for this investigation into parent and/or peer influences on academic beliefs, in order to provide information concerning the views of both the parent and the adolescent student in the areas of academic beliefs; opinions about the school the student attends; the students' level of self-esteem; parent and adolescent relations; aspirations; choices; and expectations; and thereby enabling the research questions and hypotheses to be answered.

This questionnaire was specifically designed for the study with one form oriented towards the parents and one towards the student ('daughter' or 'son' as appropriate on the questionnaire wording). The questionnaire was termed 'main' questionnaire as it was constructed for this study and focused on the content areas named below. The questionnaires given to the A-level and Advanced GNVQ students were identical, but the wording used corresponded to the course the student was undertaking (see Appendix I).

The questionnaires contained items which focused upon several content areas: school-related behaviours, extra-curricular activities, parental expectations in education, parent-

child relationships, and peer relationships.

The questionnaires created consisted of 71 questions addressing these content areas, relevant to both students and parents. The general form consisted of statements with which agreement was indicated by a 5-point Likert scale (with 1-5 indicating high-low agreement with positive statements). For both questionnaire forms, items were randomly ordered and three differently randomised sets of questionnaires were used.

Example statement for the A-level students and parents:

Student:					
My choice of A-levels was my own decision	1	2	3	4	5
I discuss my future mostly with my school friends	1	2	3	4	5
Parent:					
Our son's choice of A-levels was his own decision	1	2	3	4	5
Our son discusses his future mostly with his school friends	1	2	3	4	5

Example statement for the Advanced GNVQ students:

Student:					
My choice of Advanced GNVQ course was my own decision	1	2	3	4	5
I discuss my future mostly with my school friends	1	2	3	4	5
Parent:					
Our son's choice of Advanced GNVQ course was his own decision	1	2	3	4	5
Our son discusses his future mostly with his school friends	1	2	3	4	5

The student questionnaire only contained some additional open-ended questions about the students A-levels or Advanced GNVQs chosen out-of-school activities. They were also asked the number of hours they spent per week on activities, homework, with friends, with parents, watching television, talking on the telephone.

Example open-ended questions on student questionnaire for A-level students:

What A-levels have you chosen to study?.....

What activities do you do after school?.....

Example open-ended questions on student questionnaire for Advanced GNVQ students:

What Advanced GNVQ have you chosen to study?.....

What activities do you do after school?.....

In order to fully explore and understand these views, a second already established and recognised questionnaire was used to provide evidence on parents and students’ attitude toward the school that the students attend and hence any differences which may exist between parents and students in the two types of school and two types of course.

Measure Two – Attitude towards school questionnaire:

This questionnaire, devised by Chase (1992), compared the opinions of parents, teachers and students about the students’ schools from a very large sample which confirms its validity and questions from this study were also used in the present study. It was thought that the use of this particular questionnaire would facilitate the research in exploring students and parents overall attitudes towards school and any differences between the two types of school and two types of course. The type of school, its facilities and its environment, may not suit the particular needs of the student and in turn, may affect the students’ opinions about themselves, their overall behaviour and overall academic achievements.

This questionnaire contained eight fairly broad items about schools, in which parents and students were asked to decide their level of agreement or disagreement with the eight statements (see Appendix II). A 5-point Likert scale was used with 1-5, with low scores indicating high agreement with the statements and high scores indicating disagreement with the statements.

For example:

In general the teachers are competent	1	2	3	4	5
For the most part, I am satisfied with the school	1	2	3	4	5

A third measure was used to further explore parent, peer and adolescent relations of these participants. This measure aided further exploration of parent and/or peer influence by looking at student and parents beliefs on whom students would seek advice on both long and short term issues.

Measure Three – Importance of parents and friends in decision making questionnaire:

This questionnaire devised by Wilks (1986) investigated the relative importance of parents’ and friends’ opinions and was designed to identify particular areas where the adolescents and their parents would generally agree that adolescents should seek the advice of either parents or friends (see Appendix III). Wilks’ study has helped in the identification of particular areas, where there was general agreement that an adolescent would seek advice from either a parent or a friend. It was therefore useful to include these questions devised by Wilks (1986) in the present study because it aims to reveal the significance of parental and peer ‘influence’ and these levels of influence may differ according to the type of school and type of course. This questionnaire is appropriate to use given that the present study is concerned with the perceived importance and influence of significant others. The use of Wilks’ questionnaire in this present study enabled an investigation into any school context or course differences, in order to ascertain who the students seeks advice from, in particular situations and to see if student and parent opinions are in concordance with each other in these particular areas.

Wilks (1986) study involved a large sample of Australian adolescents and given that his findings were consistent with a number of established theories including Kandel and Lesser (1969) and Brittain (1963, 1967) it has validity.

The questionnaire contained items which focused upon on four *a priori* content areas: parent consensus, friend consensus, marginal cross-pressures and areas of possible conflict.

The questionnaires consisted of 16 situations where parent’s or friends’ opinions might be sought as part of adolescent decision making, For the students, the scale was introduced by the question: ‘if you had to decide between friends and parents’ opinions and feelings in the following situations whose opinion would you consider more important?’ For the parents, the question was written as ‘if your son/daughter had to decide between friends and parents’ opinions and feelings.....’.

The general form consisted of 16 situations using a 5-point Likert scale where 1 indicated *definitely friends*, 2, *probably friends*, 3, *uncertain*, 4, *probably parents*, and 5, *definitely parents*.

Example situation:

Whether to go to university or not	1	2	3	4	5
How to dress	1	2	3	4	5

A 1-5 scale was used, with low scores indicating friends’ opinions and high scores indicating parents opinions.

The students only, were also requested to rank in order of importance, those people whose opinions were most important to them personally (see Appendix III). The ranking was from 1 (most important) to 4 (fourth most important); providing a measure of ‘perceived importance’ for significant others.

Question for students only:

Parents	.....
Close same-sex friends	.....
Peer group friends	.....
Teachers	.....

This should not however, be looked at in isolation, since the expectations of parents may also affect students’ academic aspirations and achievements. Therefore, measure four was designed specifically to explore these issues.

Measure Four – Future plans, expectations and levels of disappointment questionnaire:

A questionnaire was designed for this study for Year 13 students and parents only. The student questionnaire focused on the content areas of educational expectations and disappointment, future plans, and reflection on education. The parent questionnaire asked 2 questions relating to expectations and disappointments.

The general form for the student questionnaire consisted of ten questions addressing the above content areas and were a mix of both structured-choice and open-ended questions (see Appendix IV).

The parent questionnaire consisted of two structured-choice questions, one focusing on parental expectations for their students A-level or Advanced GNVQ and one focusing upon parental disappointment for their students A-level or Advanced GNVQ (see Appendix IV).

Example questions in A-level student questionnaire:

Now that you have completed you’re A-levels, what are your future plans?
(please use extra paper if needed)
.....
.....

2. Are you planning to go onto University/Higher education next year?

YES/NO
- 2.1 If yes, which University/Higher education college are you planning on going to?

.....
- 2.2 If yes, what are you planning to study?.....
- 2.3 Why did you choose this?.....

2.4 Did you decide this on your own?

YES/NO

2.5 If no, who helped you make this choice? (tick as appropriate)

Parents Friends Teachers Other (please state)

As you go down the range of grades, at which point would you begin to feel disappointed with the grade for each subject. Circle the grade at which you would be disappointed for each subject.
(State each subject)

Subject:

A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E
N	N	N	N	N
U	U	U	U	U

Example questions in parent questionnaire for A-level students:

Please state the A-level and A/S level subjects that your son/daughter has studied and the grade that *you* think that s/he is going to achieve:

Name of subject	(A or A/S level)	Grade <i>you</i> expect to be achieved
.....
.....
.....
.....
.....

As you go down the range of grades, at which point would you begin to feel disappointed with the grade for each subject. Circle the grade at which you would be disappointed for each subject.
(State each subject)

Subject:

A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E
N	N	N	N	N
U	U	U	U	U

Example questions in Advanced GNVQ student questionnaire:

Now that you have completed your A-levels, what are your future plans?
(please use extra paper if needed)

.....
.....

2. Are you planning to go onto University/Higher education next year? YES/NO

2.2 If yes, which University/Higher education college are you planning on going to?.....

2.2 If yes, what are you planning to study?

2.3 Why did you choose this?

2.4 Did you decide this on your own? YES/NO

2.5 If no, who helped you make this choice? (tick as appropriate)

Parents Friends Teachers Other (please state).....

As you go down the range of grades, at which point would you begin to feel disappointed with your overall grade for the course. Circle the grade at which you would be disappointed.

- Distinction
- Merit
- Pass
- Fail

Example questions in parent questionnaire for Advanced GNVQ students:

Please state the Advanced GNVQ your son/daughter has studied and the grade that *you* think that s/he is going to achieve:

Name of Advanced GNVQ	Grade <i>you</i> expect to be achieved
.....

As you go down the range of grades, at which point would you begin to feel disappointed with the overall grade for the course. Circle the grade at which you would be disappointed.

Distinction

Merit

Pass

Fail

The qualitative data was coded according to the responses given by the students. The student expectations and disappointment levels given by both the parents and students were coded in grades, from grade A to grade U for the A-levels and from Distinction to Fail for the Advanced GNVQs, where high grades were given a high score and low grades a low score (A-Level grades: A = 10, B = 8, C = 6, D = 4, E = 2, U = 0; and Advanced GNVQ grades: Distinction = 10, Merit = 7, Pass = 5, Fail = 3).

Student and parent academic expectations and students overall academic results may play an important role in the self-esteem of students. Therefore an additional questionnaire devised by Harter (1998) was used in this present study in order to explore students' self-concepts which may enable greater understanding of students' academic aspirations, thoughts about their schools, and overall academic success.

Measure Five – Self perception profile:

Harter's Self-Perception Profile for Adolescents (Harter, 1988) is considered to be reliable and valid, and was used in this study in order to obtain accurate findings in the specific areas of perceived competence and global self-worth. The set of questions was designed to assess students and parents perceived competence and the importance attached to various areas present in their lives. This perceived competence was defined on the basis of the scores obtained on a number of competencies. Perceived competence and students' global self-worth may not only differ depending upon the type of school they attend, but also depending upon the type of course they study and was investigated in the present study, in order to address these unanswered questions.

Harter’s (1988) Self-Perception Profile for Adolescents was used for both schools (see Appendix V). The questionnaires were identical with one orientating towards the student and one towards the parent.

The perceived competence instrument tapped domain-specific judgements of competence or adequacy in nine separate content areas: perceptions of scholastic competence, athletic competence, physical appearance, social acceptance, job competence, romantic appeal, behavioural conduct and close friendship, as well as the global perception of one’s worth as a person, i.e. global self-worth.

The questionnaire consisted of forty-five questions, in which five questions addressed each of the previously mentioned content areas, and were randomly ordered. Questions relating to these content areas were in the general form of statements for which the student or the parent has to decide which of the two statements is most like him/her, and must then decide whether the statement is only ‘sort of true’ or ‘really true’ for him/her. A 1-4 scale was used indicating low-high agreement where higher numbers indicate higher agreement with the positive statement.

Example, for the student perceived competence questionnaire:

Really True for Me	Sort of True for Me					Sort of True for Me	Really True for Me
<input type="checkbox"/>	<input type="checkbox"/>	Some people do very well at their classwork	BUT	Other people don't do very well at their classwork	<input type="checkbox"/>	<input type="checkbox"/>	
Really True for Me	Sort of True for Me					Sort True for Me	Really True for Me
<input type="checkbox"/>	<input type="checkbox"/>	Some people find it hard to make friends	BUT	For other people it is pretty easy	<input type="checkbox"/>	<input type="checkbox"/>	

Example, for the parent perceived competence questionnaire:

Really True for Me	Sort of True for Me					Sort of True for Me	Really True for Me
<input type="checkbox"/>	<input type="checkbox"/>	Some people do very well at their work	BUT	Other people don't do very well at their work	<input type="checkbox"/>	<input type="checkbox"/>	

Really True for Me	Sort of True for Me					Sort of True for Me	Really True for Me
<input type="checkbox"/>	<input type="checkbox"/>	Some people find it hard to make friends	BUT	For other people it is pretty easy		<input type="checkbox"/>	<input type="checkbox"/>

A separate measure of the student’s and parent’s importance judgements was also administered. This questionnaire consisted of sixteen questions, in which two questions addressed each content area, and were randomly ordered.

Questions relating to these content areas were in the general form of statements for which the student or the parent has to decide which of the two statements is most like him/her, and must then decide whether the statement is only “sort of true” or “really true” for him/her. A 1-4 scale was used indicating low-high agreement, where higher numbers indicate higher agreement with the positive statement. Additional information on the scoring of these questionnaires and the meaning of these scores is presented in Appendix V (p.306 –320).

Example, for the student perceived importance questionnaire:

Really True for Me	Sort of True for Me					Sort of True for Me	Really True for Me
<input type="checkbox"/>	<input type="checkbox"/>	Some people think it is important to be intelligent	BUT	Other people do not think it is important to be intelligent		<input type="checkbox"/>	<input type="checkbox"/>

Really True for Me	Sort of True for Me					Sort of True for Me	Really True for Me
<input type="checkbox"/>	<input type="checkbox"/>	Some people think it is important to be able to make really close friends	BUT	Other people do not think making close friends is all that important		<input type="checkbox"/>	<input type="checkbox"/>

Example, for the parent perceived importance questionnaire:

Really True for Me	Sort of True for Me					Sort of True for Me	Really True for Me
<input type="checkbox"/>	<input type="checkbox"/>	Some people think it is important to be intelligent	BUT	Other people do not think it is important to be intelligent		<input type="checkbox"/>	<input type="checkbox"/>

Really True for Me	Sort of True for Me					Sort of True for Me	Really True for Me
<input type="checkbox"/>	<input type="checkbox"/>	Some people think it is important to be able to make really close friends	BUT	Other people do not think making close friends is all that important		<input type="checkbox"/>	<input type="checkbox"/>

Confidentiality was ensured by use of reference numbers on the top of each questionnaire. Reference numbers were produced by giving codes for male/female (1/2), school (1/2/3/4), school year (2/3), course type, i.e. A-level or Advanced GNVQ (2/3), respondent i.e. student or parent (1/2) and number. For example a State School 1 male year 13 A-level student would be given the reference number: 11321-5 and the corresponding parent would be given the reference number: 11322-5. The respondents were aware of this and asked to answer honestly, as no names were required. The reference numbers were used to match the parent and the student questionnaires.

4.1.3 Procedure

All the students and parents in the participating schools were invited to complete a self-report questionnaire. The students and parents were asked to answer the questions on their own, as truthfully as possible. The set of questionnaires and were presented as a pack, where there was one sealed questionnaire pack for the student and one sealed questionnaire pack for the parent with separate letters for each. The data gathered via the questionnaire packs, in the spring term, varied by school, depending upon how the school wanted to administer them. In one school the questionnaires were sent directly to the student’s home address; in two schools the student questionnaires were completed in class with the researcher present and the students’ were asked to give the parent questionnaire pack to their parents; and in one school the questionnaire packs were given to students by the researcher in the sixth-form common room throughout a school day. The questionnaire instructions asked the student to choose which parent to have answer the parental questionnaire and the parent was asked to respond in a way which represented all the parent-type influences which may affect the student. The students and parents were asked to return the completed questionnaires in the stamped-addressed envelopes enclosed in the questionnaire pack. A letter was also sent out later to remind

the students and parents to complete and return the questionnaires if they had not already done so.

Due to the initial low response from the Advanced GNVQ students and parents, the questionnaires were administered a second time to students in both of the state schools in class. The students were asked if they wished to participate, and confidentiality was ensured. The students were asked to answer the questions on their own, as truthfully as possible. The questionnaires were distributed by the researcher in such a way, that students sitting next to each other had a different order of questions. Questionnaires were completed in class. The parental questionnaire and letter was sent home via the student and asked to be completed and returned in the stamped-addressed envelope enclosed with the questionnaires. A letter was also sent via the student 2 weeks later to remind parents to complete the questionnaire and return in the stamped addressed envelope, if they wished to take part.

4.1.4 Design

The study had a 2 x 2 x 2 x 2 factorial design. The factors were: sex of the respondent (male/female); type of school attended (private/state); type of course (A-level/Advanced GNVQ) and source of answers (student or corresponding parent). The dependent variable was the response to the questionnaire given to both the students and the parents.

Three designs were used to analyse the data on the Main questionnaire, Attitude towards school questionnaire, and Importance of parents and friends in decision making questionnaire, which were examined separately. For analysis of the A-level groups a source (student/parent) x gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) design was employed; for the Advanced GNVQ groups a source (student/parent) x gender (male/female) x school (State School 1/State School 2) design was used and for comparison of A-level and Advanced GNVQ groups a source (student/parent) x gender (male/female) x course (A-level/Advanced GNVQ) x school (State School 1/State School 2) design was applied.

This section has explained the methodology and the measures used in study one in order to explore the research hypotheses and research questions. The findings from this study will be presented in the next section.

4.2 RESULTS

The results of study one are presented in five sections termed: main questionnaire; attitude towards school questionnaire; importance of parents and friends in decision making questionnaire; future plans, expectations and levels of disappointment questionnaire; and self-perception profile.

Three designs were used to analyse the data on the main questionnaire, attitude towards school questionnaire, and importance of parents and friends in decision making questionnaire, which were examined separately. Firstly, for the analysis of the A-level groups a source (student/parent) x gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) design was employed. Secondly, for the Advanced GNVQ groups a source (student/parent) x gender (male/female) x school (State School 1/State School 2) design was used. Finally, for comparison of A-level and Advanced GNVQ groups a source (student/parent) x gender (male/female) x course (A-level/Advanced GNVQ) x school (State School 1/State School 2) design was applied.

Multivariate analyses of variance (MANOVAs) were first conducted to examine differences between schools, source, course and gender. This type of analysis enables a number of dependent variables to be explored simultaneously and takes account of the relationship between outcome variables and identifies if groups differ along a combination of dimensions, uncovering the main and interaction effects. A ‘main effect’ is the direct effect of an independent variable on the dependent variable. An ‘interaction effect’ is the joint effect of two or more independent variables on the dependent variable.

Table 2: Multivariate Analysis Results of Main questionnaire, Attitude Towards School Questionnaire and Importance of Parents and Friends in Decision Making Questionnaire

	d.f.	F
Main Questionnaire –		
<i>A-Level Groups (n = 244): -</i>		
Source	1, 244	12.28*****
Gender	1, 244	2.08*
School	3, 244	3.65*****
<i>Advanced GNVQ Groups (n = 148): -</i>		
Source	1, 148	6.41*****
Gender	1, 148	2.88***
School	1, 148	2.31*
Source x Gender	1, 148	2.42*
Source x School	1, 148	2.39*
<i>A-level and Advanced GNVQ Groups (n = 270): -</i>		
Source	1, 270	7.29*****
School	1, 270	3.67*****
Course	1, 270	4.50*****
Source x School	1, 270	2.13*
School x Course	1, 270	2.73**
Attitude Towards School Questionnaire – (Chase, 1992)		
<i>A-Level Groups (n = 244): -</i>		
Source	1, 244	3.60***
School	3, 244	3.59*****
<i>Advanced GNVQ Groups (n = 148): -</i>		
Source	1, 148	6.49*****
School	1, 148	6.18*****
Source x Gender	1, 148	2.21*
Source x School	1, 148	4.46*****
<i>A-level and Advanced GNVQ Groups (n = 270): -</i>		
Source	1, 270	6.12*****
Gender	1, 270	2.49*
School	1, 270	3.70
Course	1, 270	9.16*****
Source x Course	1, 270	2.23*
School x Course	1, 270	2.21*
Importance of Parents and Friends in Decision Making Questionnaire – (Wilks, 1986)		
<i>A-Level Groups (n = 244): -</i>		
Source	1, 244	1.90*
<i>Advanced GNVQ Groups (n = 148): -</i>		
Source	1, 148	1.76*
School	1, 148	5.77*****
Source x School	1, 148	2.91*****
<i>A-level and Advanced GNVQ Groups (n = 270): -</i>		
Source	1, 270	2.20**
School	1, 270	4.30*****
School x Course	1, 270	2.35****

*p < .05 **p< .01 ***p < .005 ****p < .001

The MANOVA results are presented above in table two for the following sections: main questionnaire; attitude towards school questionnaire; and importance of parents and friends in decision making questionnaire.

Significant MANOVAs were followed up with univariate ANOVAs on each of the dependent variables for each questionnaire data set. ANOVAs were used as opposed to regression models due to the fact that they are unable to handle interaction unless explicit cross-product interaction terms are added, whereas ANOVA uncovers interaction effects on a built-in basis. Further, the follow up ANOVAs are protected by the initial MANOVA as the overall multivariate test protects against magnified type I errors. Any post hoc tests carried out used the Tukeys HSD with significance at the 95% level. This is a preferred method when the number of groups is large as it is a very conservative pairwise comparison test. Further Pearsons correlation analyses were also carried out to explore the relationship and strength of these relationships between student and parent responses to the particular areas in the research questionnaires. These analyses were thought to be most appropriate in exploring the research questions and hypotheses given that any differences between students or parents, type of school, or type of course would be revealed and the strength of the relationship between student and parent responses would also be highlighted.

The results for each of the three designs and for all sections are presented as follows and in order of: A-level groups in State and Private Schools, Advanced GNVQ groups in State Schools and A-level and Advanced GNVQ groups in State schools.

4.2.1 Main Questionnaire

In order to examine the main questionnaire, the principal components analysis technique was used. Principal components analysis is a method of data reduction that attempts to identify which linear components (factors) exist within the data and how a particular variable might contribute to that component. The interpretability of factors can be improved through rotation. Rotation maximizes the loading of each variable on one of the extracted factors whilst minimizing the loading on all other factors. This process makes it much clearer which variables relate to which factors. Rotations works through

changing the absolute values of the variable whilst keeping their differential values constant and there are two types of rotations: orthogonal and oblique. The term ‘orthogonal’ means unrelated, and in this context it means that factors are rotated whilst keeping them independent and ensuring that the factors remain uncorrelated. The other form of rotation is ‘oblique’ and in which the factors are allowed to correlate.

The analysis for this data was originally run using both types of rotation. Pedhazur and Schmelkin (1991) suggest that if the oblique rotation demonstrates a negligible correlation between the extracted factors then it is reasonable to use the orthogonally rotated solution. This was found to be the case for the current research data.

Therefore a principal components orthogonal varimax rotation factor analysis was carried out on the questionnaire items in order to ascertain whether the factors obtained would correspond with the content areas *a priori* conceptualised. The Varimax rotation attempts to maximize the dispersion of loadings within factors. As a result, it tries to load a smaller number of variables highly onto each factor resulting in more interpretable clusters of factors.

Using a Scree Plot (see Appendix VII) the number of factors found from the 71 questionnaire items was 20 (eigenvalue = 1.02). This was further reduced to nine factors (eigenvalue = 1.80) (see Appendix VIII). This was thought to be reasonable, as this was the point at which the Scree plot levelled off with eigenvalues greater than 1 (those 9 factors accounted for 45.9% of the variance; see Appendix IX). The eigenvalues represent the amount of variation explained by a factor and an eigenvalue above 1 represents a substantial amount of variation. This was also the number of factors originally designed to be present in the questionnaire. These 9 factors formed a coherent set of interpretable categories. From these results, a factor score was generated for each separate respondent and used as his/her total score on the factor.

The nine factors were named to reflect the content of those questions which loaded at 0.35 and above, and are shown in Table three. As a result of the factor analysis, 6 questions did not load significantly, and therefore were not included in the factors⁴. As illustrated in Table 4, the questions contained in Factor 1 were concerned with *parent-child communication* and interaction, for problems and advice. Factor 2 is concerned with the *educational focus* of the students and the parents in relation to school and schoolwork. Factor 3 deals with *parental expectations and influence in education*. Factor 4 is concerned with *peer communication*. Factor 5 looks at *future aspirations*. Factor 6 is concerned with *student's security* i.e. friends and parents, make students feel more secure in school, Factor 7 with *extra-curricular activities*, Factor 8 with *work orientation* i.e. work hard on school work and Factor 9 with *school focus* i.e. involved in the discussions and choice of school.

All subsequent ANOVAs were performed using these 9 factors separately as the dependent variables.

⁴ The questions which were not significant and therefore not included in the factors were:-

1. I am/my daughter/son is studying for A-levels/Advanced GNVQ because there were no other academic options
2. I am/my daughter/son is studying A-levels/Advanced GNVQ because my/her/his friends are studying for A-levels/Advanced GNVQ
3. I/my daughter/son go/goes out most weekends with friends
4. I/my daughter/son attend/s this school as it is the nearest to our home
5. I/my daughter/son decided on my/her/his own which school I/she/he should attend
6. If I/my daughter/son has problems with my/her/his school friends I/she/he would rather not talk to anyone about it

Table 3: Items Loading onto the 9 Factors Obtained From Factor Analysis

(*items which loaded negatively)

FACTOR 1 – Parent-child communication	FACTOR 2 – Educational focus	FACTOR 3 – Parental expectations and influence in education	FACTOR 4 – Peer communication	FACTOR 5 – Future aspirations	FACTOR 6 – Student security	FACTOR 7 – Extra-curricular activities	FACTOR 8 – Work orientation	FACTOR 9 – School focus
Good relationship with parent/child (.64)	Good at subjects (.36)	Parents involved in choice of subjects (.50)	Go to friends most of the time for advice (.75)	Friends doing same course/ subjects* (-.47)	Not ready for a job (.40)	Good at it (ex-cu) (.67)	More time on homework than with friends (.49)	Own decision (course/subjects) (.3)
Go to parents for advice (.72)	More time on homework than with friends (.38)	Parents want student to go to University (.55)	Friends understand me (.50)	Best option (subjects) (.42)	Parents don't mind tv/telephone (.47)	Enjoy it (ex-cu) (.59)	Time on homework want good grades (.37)	Relative here (at school)* (-.51)
Difficult to talk to parent/child (.56)	Time on homework, want good grades (.41)	More time on homework than with friends (.38)	Close school friends (.43)	Want to go to University (.59)	Have friends here (.55)	Like to spend time with friends (ex-cu) (.62)	Homework before going out (.45)	Looked at other schools (.44)
Parents understand me (.73)	Spend enough time on homework (.62)	Time on homework, parents want grades (.64)	Talk to friend/how well at school (.61)	Parents want job* (-.51)	Like friends as do same subjects (.60)	Because friends do (ex-cu) (.46)	Parents want student to have a good education (.56)	Involved in discussion which school (.53)
Parents like school friends (.44)	Best school (.60)	Homework before going out (.52)	Problems with friends/talk to other friends (.64)	Want good opportunity (.64)	Like friends as do same out of school activity (.51)	Ex-cu important (.61)	Parents pleased with students reports (.44)	
Talk to parents/how well at school (.69)	School suits abilities (.68)	Parents make sure done homework (.63)	Problems with parents/talk to friends (.74)	Friends going to University (.53)	Work hard, want parents to be proud (.37)	Parents want ex-cu (.43)		
Problems with friends/talk to parent (.72)	Good education (.55)	Like to spend more time with parent/child (.36)	Problems at school/talk to friends (.77)	Good grades for good University (.58)	Ex-cu activities because friends do (.48)			
Problems with parents/talk to parents (.64)	Would have liked a different school* (-.58)	Parents think friends are bad influence* (-.46)	Discuss future with friends (.49)	Parents push hard (.49)				
Problems at school/talk to parents (.79)	Happy with grades (.61)	Work hard, want parents to be proud (.36)						
Problems at school/talk to no-one (.42)	Work hard because student wants to (.65)	Grades never good enough for parents* (-.49)						
Discuss future with parents (.68)	Pleased with reports (.63)	Parents push hard (.40)						
	Parents pleased with reports (.57)	Parents want ex-cu activities (.39)						
	Grades never good enough for parents (.37)							

4.2.1.1 Parental Involvement and Expectations

Parental involvement and expectations was analysed using the two factors, *parent-child communication and parental expectations and influence*, using the three appropriate ANOVA designs, as discussed previously with each design taken in turn.

A-level groups in State and Private Schools

In the matter of parental involvement and expectations and the A-level groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) ANOVA revealed a number of significant main effects. On both the factors of parent-child communication and parental expectations and influence, a significant main effect for source was found.

Table 4: Parental Involvement and Expectations (A-Level Groups)

Factor	Parents (n = 130)		Students (n = 130)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F(1, 244)	p
Parent-child communication	23.42	6.47	27.84	8.79	15.24	> .001
Parental expectations and influence	31.35	6.03	35.21	5.80	26.26	> .001

In relation to the parent-child communication factor, the significant main effect for source ($F(1, 244) = 15.24, p < .001$) showed that the parents reported better communication with their children than the students reported ($M_s = 23.42$ vs. 27.84)⁵. Positive correlations were found between student and parent responses in the two State Schools and in Private School 2 (State School 1 A-level group ($r = .43, p < .05$); State School 2 A-level group ($r = .50, p < .005$); and Private School 2 A-level group ($r = .48, p < .005$)). These values revealed that there is a relationship between student and parent and responses in the parent-child communication factor in these three schools.

Similarly, for parental expectations and influence the significant main effect for source ($F(1, 244) = 26.26, p < .001$), indicated that parents reported more parental expectations and influence than students reported ($M_s = 31.35$ vs. 35.21). Positive correlations were

⁵ All statements were coded such that low scores indicate higher agreement with positive values.

found between student and parent responses in all the groups (State School 1 A-level group ($r = .69, p < .001$); State School 2 A-level group ($r = .46, p < .01$); Private School 1 A-level group ($r = .51, p < .01$); Private School 2 A-level group ($r = .48, p < .005$)). These correlations show that the parent-student answers were in concordance with each other regarding parental expectations and influence, where the State School 1 A-level group exhibited a stronger relationship between parents and students answers on parental expectations and influence than the other three groups.

Advanced GNVQ groups in State Schools

With reference to parental involvement and expectations and the Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) ANOVA revealed a number of main and 2-way effects. Parent-child communication indicated a significant main effect, for source which was modified by the significant 2-way effect, for gender x source. For the factor on parental expectations and influence, a significant main effect, for source, was also disclosed.

Table 5: Parental Involvement and Expectations (Advanced GNVQ Groups)

	Parents								Students						Analysis		
Factor	Male		Female		Total		Male		Female		Total		Main Effect		Interaction Effect*		Significant Post Hoc Comparisons
	Mn	SD	Mn	SD	Mn	SD	Mn	SD	Mn	SD	Mn	SD	F(1, 148)	p	F(1, 148)	p	
Parent-child communication	26.12	5.19	28.38	6.88	27.88	6.59	33.11	8.12	29.65	9.24	31.33	8.83	7.52	<.01	4.40	<.05	Male Parents > Male Students
Parental expectations and influence	33.47	6.40	34.07	5.72	33.94	5.83	38.92	7.16	35.25	6.64	37.04	7.10	7.75	<.01	ns		

* Tukeys HSD with significance at the 95% level.

On parent-child communication, the main effect for source ($F (1, 148) = 7.52, p < .01$), showed that the parent group claimed significantly more parent-child communication than the student group claimed ($Ms = 27.88$ vs. 31.33). This was modified by the significant 2-way interaction, gender x source ($F (1, 148) = 4.40, p < .05$). The post hoc test denoted that the male parents were significantly different to the male students, whereby the male parents declared that there was more parent-child communication than the male students declared ($Ms = 26.12$ vs. 33.11). Positive correlations were found between student and parent responses in both state schools (State School 1

Advanced GNVQ group ($r = .38, p < .05$) and State School 2 Advanced GNVQ group ($r = .39, p < .01$) ($p < .005$)). This indicates the relationship between student and parent answers in both Advanced GNVQ groups on parent-child communication.

Regarding parental expectations and influence in education, the significant main effect for source ($F(1, 148) = 7.75, p < .01$) showed that the parent group reported more parental expectations and influence than the student group reported ($M_s = 33.94$ vs. 37.04). Positive correlations were found between student and parent responses in both state schools (State School 1 Advanced GNVQ group ($r = .39, p < .05$) and State School 2 Advanced GNVQ group ($r = .53, p < .001$)). These correlations show that parent-student answers were in concordance with each other regarding parental expectations and influence, with the State School 2 Advanced GNVQ group revealing a stronger relationship between parents and student answers.

A-level and Advanced GNVQ groups in State Schools

In the matter of parental involvement and expectations and the A-level and Advanced GNVQ groups, the source (student/parent) x gender (male/female) x course (A-level/Advanced GNVQ) x school (State School 1/State School 2) ANOVA revealed a number of significant main effects. On both the factors of parent-child communication and parental expectations and influence three significant main effects, for school, source, and course were shown.

Table 6: Parental Involvement and Expectations (A-Level and Advanced GNVQ Groups in State Schools)

		Parent-Child Communication				Parental Expectations and Influence			
				Analysis (Main Effect)				Analysis (Main Effect)	
		Mn	SD	F(1,270)	p	Mn	SD	F(1,270)	p
School:	State School 1	29.42	8.38	4.73	>.05	35.76	7.15	5.82	>.05
	State School 2	26.49	8.04			33.34	6.01		
Source:	Parents	25.66	6.86	16.71	>.001	32.89	6.25	14.19	>.001
	Students	29.73	9.09			35.79	6.64		
Course:	A-Level	25.42	8.14	9.70	>.01	32.96	6.28	7.83	>.01
	Advanced GNVQ	29.61	7.95			35.49	6.66		

With regard to parent-child communication, the significant main effect for school ($F(1, 270) = 4.73, p < .05$) indicated that the State School 2 group reported significantly more parent-child communication than the State School 1 group reported ($M_s = 26.49$ vs. 29.42). Source ($F(1, 270) = 16.71, p < .001$) as a significant effect revealed that the parent group reported parent-child communication more than the student group reported ($M_s = 25.66$ vs. 29.73). Finally, the significant main effect ($F(1, 270) = 9.70, p < .01$) for course showed that the A-level groups reported parent-child communication significantly more than the Advanced GNVQ groups reported ($M_s = 25.41$ vs. 29.61). Positive correlations were exhibited between student and parent responses in all the groups (State School 1 A-level group ($r = .43, p < .05$); State School 1 Advanced GNVQ group ($r = .38, p < .05$); State School 2 A-level group ($r = .50, p < .005$) and State School 2 Advanced GNVQ group ($r = .39, p < .01$) $p < .005$). These values reveal that there is a relationship between student and parent responses in the factor of parent-child communication.

Similar results were shown for the factor of parental expectations and influence. The significant main effect for school ($F(1, 270) = 5.82, p < .05$) showed that the State School 2 group reported parental expectations and influence significantly more than the State School 1 group reported ($M_s = 33.34$ vs. 35.76). Source ($F(1, 270) = 14.19, p < .001$) as a significant main effect also found the parent group exhibited parental expectations and influence significantly more than the student group reported ($M_s = 32.89$ vs. 35.79). Finally, the significant main effect for course ($F(1, 270) = 7.83, p < .01$) indicated that the A-level groups reported these parental expectations and influence significantly more than the Advanced GNVQ groups reported ($M_s = 32.96$ vs. 35.49). Positive correlations were displayed between student and parent responses in all the groups (State School 1 A-level group ($r = .69, p < .001$); State School 1 Advanced GNVQ group ($r = .39, p < .05$); State School 2 A-level group ($r = .46, p < .01$); and State School 2 Advanced GNVQ group ($r = .53, p < .001$). These correlations showed that parent-student answers were in concordance with each other, with the State School 1 A-level group revealing a stronger relationship between parents and student answers on parental expectations and influence.

4.2.1.2 Peer Communication

A-level groups in State and Private Schools

Table 7: Peer Communication (A-Level Groups in State and Private Schools)

Factor	Parents (n= 130)		Students (n = 130)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (df = 1, 244)	p
Peer communication	22.97	4.27	19.63	5.99	21.81	>.001

With regard to peer communication for the A-level groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) ANOVA revealed a significant main effect for source, only. The main effect for source ($F(1, 244) = 21.81, p < .001$) indicated that the student group reported peer communication significantly more than the parent group reported ($M_s = 19.63$ vs. 22.97). Positive correlations were found between student and parent responses in State School 2 and the two Private Schools (State School 2 A-level group ($r = .38, p < .05$); Private School 1 A-level group ($r = .50, p < .01$); and Private School 2 A-level group ($r = .39, p < .05$). These values indicated that the parent and student answers were in concordance with each other regarding the communication the student has with his/her friends.

Advanced GNVQ groups in State Schools

Table 8: Peer Communication (Advanced GNVQ Groups in State Schools)

Factor	State School 1 Advanced GNVQ (n= 60)		State School 2 Advanced GNVQ (n = 96)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (df = 1, 148)	p
Peer communication	21.12	5.03	22.69	5.19	5.12	>.05

With reference to peer communication for the Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) ANOVA design revealed one significant main effect for school, only. On peer communication, the significant main effect for school ($F(1, 148) = 5.12, p < .05$) indicated that the State School 1 Advanced GNVQ group reported peer communication more than the State School 2 Advanced GNVQ group reported ($M_s = 21.12$ vs. 22.69).

A positive correlation was exhibited for the State School 1 Advanced GNVQ group only ($r = .37, p < .05$), revealing agreement in relation to peer communication between student-parent pairs in the State School 1 Advanced GNVQ group.

A-level and Advanced GNVQ groups in State Schools

Table 9: Peer Communication (A-Level and Advanced GNVQ Groups in State Schools)

Factor	Parents (n= 130)		Students (n = 130)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 270)	p
Peer communication	22.71	4.18	20.68	6.02	6.50	>.05

In the matter of peer communication for the A-level and Advanced GNVQ groups, the source (student/parent) x gender (male/female) x course (A-level/Advanced GNVQ) x school (State School 1/State School 2) ANOVA revealed a significant main effect for source. The main effect for source ($F (1, 270) = 6.50, p < .05$) showed students reported peer communication significantly more than the parents reported ($M_s = 20.68$ vs. 22.71). Positive correlations were found between student and parent responses in the State School 1 Advanced GNVQ group ($r = .37, p < .05$), and the State School 2 A-level group ($r = .38, p < .05$) only. These correlations indicate that the parent and student answers were in concordance with each other regarding the communication the student has with his/her friends, for these two groups.

4.2.1.3 Student Actions

Student actions were explored using the three factors of *work orientation, student security and extra-curricular activities*. These three factors were analysed using the three appropriate ANOVAs, as discussed previously, with each design taken in turn.

A-level groups in State and Private Schools

With regard to student actions and the A-level groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) ANOVA revealed a number of main effects. On the factor concerned with

work orientation a significant main effect for school was exhibited and on student security three significant main effects for school, source and gender were also disclosed. For extra-curricular activities, two significant main effects for school and source were also found.

Table 10: Student Actions (a) Work Orientation (A-Level Goups in State and Private Schools)

		Work Orientation				
				Analysis (Main Effect)		Significant Post Hoc comparisons*
		Mn	SD	F(3,244)	p	
School:	State School 1 (n = 58)	9.64	3.57	3.26	< .05	Private School 1 < State School 1
	State School 2 (n = 72)	11.92	3.30			
	Private School 1 (n = 56)	11.55	3.79			
	Private School 2 (n = 74)	10.32	3.61			

* Tukeys HSD with significance at the 95% level.

With reference to work orientation, a significant main effect for school was shown ($F(3, 244) = 3.26, p < .05$). The post hoc test revealed that the Private School 1 group reported that students are less work oriented than the State School 1 group reported ($M_s = 11.55$ vs. 9.64). Positive correlations were found between student and parent responses in all four schools (State School 1 A-level group ($r = .42, p < .05$); State School 2 A-level group ($r = .44, p < .01$); Private School 1 A-level group ($r = .54, p < .005$); and Private School 2 A-level group ($r = .62, p < .001$)). This showed that the parent-student answers were in concordance with each other, with both Private School A-level groups having stronger positive correlations than the two State School groups.

Table 11: Student Actions (b) Student Security (A-Level Goups in State and Private Schools)

		Student Security				
				Analysis (Main Effect)		Significant Post Hoc Comparisons*
		Mn	SD	F(3,244)	P	
School:	State School 1 (n = 58)	22.36	3.50	4.73	<.05	State School 1 > Private School 2
	State School 2 (n = 72)	23.96	4.62			
	Private School 1 (n = 56)	23.88	4.90			
	Private School 2 (n = 74)	24.55	4.04			
		Mn	SD	F(1,244)	P	
Source:	Parents (n = 130)	24.59	4.65	9.68	<.005	
	Students (n = 130)	22.92	3.86			
		Mn	SD	F(1,244)	P	
Course:	Male (n = 84)	22.85	4.61	4.85	<.01	
	Female (n = 176)	24.19	4.16			

* Tukeys HSD with significance at the 95% level.

In relation to student security, school as a significant main effect was disclosed ($F(3, 244) = 3.27, p < .05$), where the post hoc test revealed that student security was greater

for State School 1 than for Private School 2 ($M_s = 22.36$ vs. 24.55). Source as a significant main effect ($F(1, 244) = 9.68, p < .005$) also revealed that the student group reported student security more than the parent group reported ($M_s = 22.92$ vs. 24.59). Interestingly, gender ($F(1, 244) = 4.85, p < .05$) showed the male group reported student security significantly more than the female group reported ($M_s = 22.85$ vs. 24.19). A positive correlation was found only for the Private School 1 A-level group ($r = .51, p < .01$), revealing that agreement between student-parent pairs in the Private School 1 A-level group in relation to student security is higher than in the other three groups.

Table 12: Student Actions (c) Extra Curricular activities (A-Level Groups in State and Private Schools)

		Extra Curricular Activities				
				Analysis (Main Effect)		Significant Post Hoc Comparisons*
		Mn	SD	F(3,244)	p	
School:	State School 1(n = 58)	17.00	4.31	4.10	<.01	State School 1 and State School 2 < Private School 1 and Private School 2
	State School 2 (n = 72)	16.97	4.67			
	Private School 1 (n = 56)	14.68	3.44			
	Private School 2 (n = 74)	15.03	3.60			
		Mn	SD	F(1,244)	p	
Source:	Parents (n = 130)	14.85	4.39	10.70	<.05	
	Students (n = 130)	17.02	3.65			

* Tukeys HSD with significance at the 95% level.

Referring to extra-curricular activities a significant main effect for school was exhibited ($F(3, 244) = 4.10, p < .01$). Interestingly, the post hoc test indicated that State School 1 and State School 2 believed that extra-curricular activities were significantly less important than Private School 1 and Private School 2 believed ($M_s = 17.00$ and 16.97 vs. 14.68 and 15.03 , respectively). Moreover, source as a significant main effect ($F(1, 244) = 10.70, p < .005$) showed that the parent group reported the importance of extra-curricular activities more than the student group reported ($M_s = 14.85$ vs. 17.02). Positive correlations were found for the State School 1 A-level group ($r = .57, p < .005$) and the Private School 2 A-level group ($r = .35, p < .05$) only. This revealed that agreement between student-parent pairs in these two groups in relation to extra-curricular activities was higher than the State School 2 A-level and Private School 1 A-level groups.

In the matter of student actions and the Advanced GNVQ groups the source (student/parent) x gender (male/female) x school (State School 1/State School 2) ANOVA indicated a number of main and 2-way effects. In relation to work orientation no significant main effects were revealed, however, two 2-way effects for school x source and gender x source were disclosed. However, on extra-curricular activities, one significant main effect for source was exhibited.

Table 13: Student Actions (a) Work Orientation (Advanced GNVQ Groups in State Schools)

		Work Orientation		Analysis (Interaction Effects*)		Post Hoc Comparisons*
		Mn	SD	F (1, 148)	p	
State School 1:	Students (n = 30)	13.13	3.34	6.27	< .05	State School 2 Students < State School 2 Parents
	Parents (n = 30)	12.73	3.33			
State School 2:	Students (n = 48)	13.67	3.06			
	Parents (n = 48)	11.54	4.30			
Students:	Male (n = 38)	14.50	3.45	4.58	<.05	Male students < male and female parents
	Female (n = 40)	12.48	2.52			
Parents	Male (n = 17)	11.53	4.78			
	Female (n = 61)	12.13	3.76			

* Tukeys HSD with significance at the 95% level.

On work orientation, a 2-way interaction for school x source was shown to be significant ($F(1, 148) = 6.27, p < .05$). The post hoc test revealed that the students in State School 2 believed that they were significantly less work oriented than the parents in State School 2 believed that their children were ($Ms = 13.67$ vs. 11.54). The significant 2-way interaction for gender x source ($F(1, 148) = 4.58, p < .05$) was also exhibited. Post hoc analysis denoted that the male students believed that they were significantly less work oriented than both the male and female parents believed that students were ($Ms = 14.50$ vs. $11.53, 12.13$ respectively). A positive correlation was found only for the State School 2 Advanced GNVQ group ($r = .33, p < .05$), showing that in relation to students' work orientations, the concordance between student-parent pairs in the State School 2 Advanced GNVQ group is higher than in the State School 1 Advanced GNVQ group.

For extra-curricular activities, the significant main effect for source ($F(1, 148) = 14.14, p < .001$) revealed that the parent group reported the importance of extra-curricular

activities significantly more than the student group reported ($M_s = 16.00$ vs. 18.99). A positive correlation was found only for the State School 1 Advanced GNVQ group ($r = .43, p < .05$). This indicated that the relationship between student-parent pairs in the State School 1 Advanced GNVQ group in relation to students' extra-curricular activities.

Table 14: Student Actions (b) Extra Curricular Activities (Advanced GNVQ Groups in State Schools)

Factor	Parents (n= 78)		Students (n = 78)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 148)	p
Extra Curricular Activities	18.99	3.95	16.00	3.59	14.14	<.001

A-level and Advanced GNVQ groups in State Schools

With reference to student actions and the A-level and Advanced GNVQ groups, the source (student/parent) x gender (male/female) x course (A-level/Advanced GNVQ) x school (State School 1/State School 2) ANOVA revealed a number of significant main effects and 2-way effects. On work orientation two significant main effects for source and course were exhibited which were further modified by the two significant 2-way effects for school x course and school x source. For extra-curricular activities a significant main effect for source was disclosed.

Table 15: Student Actions (a) Work Orientation (A-Level and Advanced GNVQ Groups in State Schools)

		Work Orientation				
				Analysis (Main Effects)		
		Mn	SD	F (1, 270)	<i>p</i>	
Source:	Students (n = 143)	12.40	3.46	8.77	< .005	
	Parents (n = 143)	10.98	3.90			
Course:	A-level (130)	10.44	3.49	22.32	< .001	
	Advanced GNVQ (n = 156)	12.73	3.65			
				Analysis (Interaction Effects*)		Significant Post Hoc Comparisons
		Mn	SD	F (1, 270)	<i>p</i>	
School x Course:	State School 1 A-Level (n = 58)	9.64	3.58	5.32	< .05	State School 1 Advanced GNVQ and State School 2 Advanced GNVQ < State School 1 A-Level and State School 2 A-level
	State School 1 Advanced GNVQ (n = 60)	12.93	3.31			
	State School 2 A-level (n = 72)	11.08	3.31			
	State School 2 Advanced GNVQ (n = 96)	12.60	3.86			
School x Source:	State School 1 Parents (n = 59)	10.97	3.84	6.73	< .05	State School 2 Students < State School 1 parents and State School 2 parents
	State School 1 Students (n = 59)	11.66	3.78			
	State School 2 Parents (n = 84)	10.99	3.98			
	State School 2 Students (n = 84)	12.92	3.14			

* Tukeys HSD with significance at the 95% level.

On work orientation, the significant main effect for source ($F(1, 270) = 8.77, p < .005$) showed that the student group claimed that they were less work oriented than the parent group claimed ($M_s = 12.40$ vs. 10.98). Interestingly, course ($F(1, 270) = 22.32, p < .001$) as a significant main effect revealed that the Advanced GNVQ groups believed that students were less work oriented than the A-level groups believed ($M_s = 12.73$ vs. 10.44). A significant 2-way interaction for school x course ($F(1, 270) = 5.32, p < .05$) was also revealed. Post hoc analysis indicated that the Advanced GNVQ groups in State School 1 and State School 2 believed that students were significantly less work oriented than the A-level groups in State School 1 and State School 2 believed ($M_s = 12.93, 12.60$ vs. $9.64, 11.08$ respectively). However, the significant 2-way interaction for school x source ($F(1, 270) = 6.73, p < .05$) showed that the student group in State School 2 believed they were significantly less work oriented than the parent groups in State School 1 and State School 2 believed that students were ($M_s = 12.92$ vs. $10.97, 10.99$ respectively). Positive correlations were found between student and parent responses in the State School 1 A-level group ($r = .42, p < .05$); the State School 2 A-level group ($r = .44, p < .01$) and the State School 2 Advanced GNVQ group ($r = .33, p < .05$). These values show that the parent-student answers were in concordance with each other regarding the students' orientation toward towards their work for these three groups.

Table 16: Student Actions (b) Extra Curricular Activities (A-Level and Advanced GNVQ Groups in State Schools)

Factor	Parents (n= 65)		Students (n = 65)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (df = 1, 270)	p
Extra Curricular Activities	15.92	4.13	18.60	3.95	14.25	>.001

For the factor concerning extra-curricular activities, the significant main effect for source ($F(1, 270) = 14.25, p < .001$) disclosed that the parent group believed in the importance of extra-curricular activities more than the student group believed ($M_s = 15.92$ vs. 18.60). Positive correlations were found for the State School 1 A-level group ($r = .57, p < .005$); State School 1 Advanced GNVQ group ($r = .43, p < .05$) and the State School 2 A-level group ($r = .35, p < .05$) only. This revealed that agreement between student-parent pairs was stronger in the two State School 1 groups than the State School 2 A-level group.

4.2.1.4 Educational and School Aspects

Educational and school aspects were assessed using the two factors on: *educational focus and school focus*. These two factors were analysed using the three each appropriate ANOVAs, as discussed previously, with each design taken in turn.

A-level groups in State and Private Schools

Table 17: Education and School Aspects (A-Level Groups in State and Private Schools)

		Educational Focus					School Focus				
				Analysis (Main Effect)		Significant Post Hoc comparisons*			Analysis (Main Effect)		Significant Post Hoc Comparisons*
		Mn	SD	F(3,244)	p		Mn	SD	F(3,244)	p	
School:	State School 1 (n = 58)	28.55	7.16	3.70	> .05	Private School 1 > Private School 2	10.66	2.08	3.84	>.05	State School 2 > State School 1, Private School 1 and Private School 2
	State School 2 (n = 72)	29.88	7.21				12.01	2.24			
	Private School 1 (n = 56)	31.75	8.41				10.43	2.49			
	Private School 2 (n = 74)	27.15	7.11				10.74	2.46			

* Tukeys HSD with significance at the 95% level.

With regard to the A-level groups and the factors concerned with educational and school aspects the source (student/parent) x gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) ANOVA revealed a number of significant main effects. In relation to educational focus a significant main effect for school. On the matter of school focus a significant main effect for school, was also found.

With reference to educational focus, a significant main effect for school was exhibited ($F(3,24) = 3.70, p < .05$) where the post hoc test indicated that the Private School 1 group believed that students are significantly *less* educationally focused than the Private School 2 group believed that students were ($Ms = 31.75$ vs. 27.15). Moderate and high positive correlations were found for the four A-level groups (State School 1 A-level group ($r = .69, p < .001$); State School 2 A-level group ($r = .46, p < .05$); Private School 1 A-level group ($r = .51, p < .01$) and Private School 2 A-level group ($r = .63, p < .001$). This revealed that there was concordance between student-parent pairs in relation to the students' educational focus. The level of agreement was found to be stronger in the State School 1 A-level and Private School 2 A-level groups.

For school focus, school was also indicated as a significant main effect ($F(3, 244) = 3.84, p < .05$). Post hoc analysis showed that the State School 2 group believed that students are significantly *less* school focused than State School 1, Private School 1 and Private School 2 believed ($M_s = 12.01$ vs. 10.66, 10.43 and 10.74, respectively). Positive correlations were found for the State School 2 A-level group ($r = .34, p < .05$) and the Private School 2 A-level group ($r = .33, p < .05$) only. This revealed that agreement between student-parent pairs in these two groups in relation to school focus was stronger than in the State School 1 A-level and Private School 1 A-level groups.

Advanced GNVQ groups in State Schools

In the matter of educational school aspects and Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) ANOVA disclosed a number of significant main effects and 2-way effects. In relation to educational focus, three significant main effects for school, gender and source were qualified by two significant 2-way effects for gender x source and school x source. School focus revealed two significant main effects for source and gender.

Referring to the factor educational focus, the significant main effect for school ($F(1, 148) = 7.18, p < .001$) showed that the State School 1 group believed that students were significantly less educationally focused than the State School 2 group believed ($M_s = 34.50$ vs. 31.28). Gender ($F(1, 148) = 5.37, p < .05$) also disclosed that the male group thought students were significantly less educationally focused than the female group thought ($M_s = 35.04$ vs. 31.15). Source was also found to have a significant main effect ($F(1, 148) = 23.99, p < .001$), where students believed that they were less educationally focused than parents believed students were ($M_s = 35.18$ vs. 29.86). These main effects were modified by the significant 2-way interaction for gender x source ($F(1, 148) = 9.58, p < .01$). Post hoc analysis revealed that the male students claimed that they were significantly *less* educationally focused than the male and female parents and the female students claimed that students were ($M_s = 37.53$ vs. 29.47, 29.97 and 32.95, respectively). The female students also believed that they were *less* educationally focused than the male parents believed that the students were ($M_s = 32.95$ vs. 29.47).

The significant 2-way interaction for school x source was also found ($F(1, 148) = 11.26, p < .005$), where post hoc analysis denoted that the State School 2 parent group believed students were less educationally focused than the State School 2 student group and the State School 1 student and parent groups believed ($M_s = 27.63$ vs. $34.94, 35.57$ and 33.43 , respectively).

Table 18: Education and School Aspects (a) Educational Focus (Advanced GNVQ Groups in State Schools)

		Educational Focus				
		Mn		Analysis		
				Main Effects		
				F (1, 148)	p	
School:	State School 1 (n = 60)	34.50	6.14	5.37	< .05	
	State School 2 (n = 96)	31.28	6.07			
Gender:	Male (n = 55)	35.04	6.61	5.37	< .05	
	Female (n = 101)	31.15	5.67			
Source:	Students (n = 78)	35.18	5.98	23.99	< .001	
	Parents (n = 78)	29.86	5.41			
		Interaction Effects*			Significant Post Hoc Comparisons	
				F (1, 148)	p	
Gender x Source:	Male Parents (n = 17)	29.47	5.49	9.58	< .01	Male students < male and female parents and female students
	Female Parents (n = 61)	29.97	5.43			
	Male Students (n = 38)	37.53	5.49			Female students < male parents
	Female Students (n = 40)	32.95	5.61			
School x Source:	State School 1 Parents (n = 30)	33.43	5.95	11.26	< .005	State School 2 Parents < State School 2 students and State School 2 students and State School 1 students and parents
	State School 1 Students (n = 30)	35.57	6.24			
	State School 2 Parents (n = 48)	27.63	3.59			
	State School 2 Students (n = 48)	34.94	5.87			

* Tukeys HSD with significance at the 95% level.

With regard to school focus, the significant main effect for source ($F(1, 148) = 5.23, p < .05$) indicated that the parent group believed that students were less school focused than the student group believed ($M_s = 12.17$ vs. 11.60).

Table 19: Education and School Aspects (b) School Focus (Advanced GNVQ Groups in State Schools)

		School Focus			
		Mn	SD	Analysis (Main Effect)	
				F(1, 148)	p
Source:	Parents (n = 78)	12.17	1.90	5.23	>.05
	Students (n = 78)	11.60	2.53		
Gender:	Male (n = 55)	12.47	2.45	7.58	>.01
	Female (n = 101)	11.56	2.08		

Gender ($F(1, 148) = 7.58, p < .01$) revealed that it was the male group who reported less school focus than the female group reported ($M_s = 12.47$ vs. 11.56). A positive correlation was found only in the State School 2 Advanced GNVQ group ($r = .38, p <$

.01) revealing the agreement between student-parent pairs in State School 2 Advanced GNVQ group.

A-level and Advanced GNVQ groups in State Schools

With reference to educational and school aspects and the A-level and Advanced GNVQ groups, the source (student/parent) x gender (male/female) x course (A-level/Advanced GNVQ) x school (State School 1/State School 2) ANOVA revealed a number of significant main effects and 2-way effects. The factor termed educational focus revealed two significant main effects for source and course, which were qualified by two significant 2-way effects for school x source and school x course. In relation to school focus, two significant main effects for school and course were also disclosed and were modified by two 2-way interactions for school x source and school x course.

Table 20: Education and School Aspects (a) Educational Focus (A-level and Advanced GNVQ Groups in State Schools)

		Educational Focus				
				Analysis		
				Main Effects		
		Mn	SD	F (1, 270)	p	
Source:	Parents (n = 143)	28.69	6.15	23.90	< .001	
	Students (n = 143)	33.41	6.80			
Course:	A-Level (n = 130)	29.28	7.19	14.43	< .001	
	Advanced GNVQ (n = 156)	32.52	6.28			
				Interaction Effects*		Significant Post Hoc Comparisons
				F (1, 270)	p	
School x Source:	State School 1 Parents (n = 59)	30.39	7.19	6.02	< .05	State School 2 Parents > State School 2 Students and State School 1 Students and State School 1 Parents State School 1 Parents > State School 2 Students
	State School 2 Parents (n = 84)	27.50	5.00			
	State School 1 Students (n = 59)	32.76	7.22			
	State School 2 Students (n = 84)	33.86	6.50			
School x Course:	State School 1 A-level (n = 58)	28.55	7.17	7.14	< .001	State School 1 Advanced GNVQ < State School 2 Advanced GNVQ, State School 1 A-level and State School 2 A-level State School 2 Advanced GNVQ < State School 1 A-level
	State School 1 Advanced GNVQ (n = 60)	34.50	6.14			
	State School 2 A-level (n = 72)	29.88	7.21			
	State School 2 Advanced GNVQ (n = 67)	31.28	5.56			

* Tukeys HSD with significance at the 95% level.

For the educational focus factor, the significant main effect for source (F (1, 270) = 23.90, $p < .001$) revealed that the parent group claimed that students were educationally focused more than the student group reported (Ms = 28.69 vs. 33.41). This was

modified by the significant 2-way interaction for school x source ($F(1, 270) = 6.02, p < .05$). The post hoc test indicated that the State School 2 parents believed students were educationally focused significantly more than the State School 2 students and the State School 1 students and parents believed ($M_s = 27.50$ vs. $33.86, 32.76$ and 30.39). It was also found that the State School 1 parents thought that students were educationally focused significantly more than the State School 2 students thought ($M_s = 30.39$ vs. 33.86). Course ($F(1, 270) = 14.43, p < .001$) as a significant main effect also revealed that the Advanced GNVQ group reported that students were *less* educationally focused than the A-level group reported ($M_s = 32.52$ vs. 29.28). This was further qualified by the significant two-way interaction for school x course ($F(1, 270) = 7.14, p < .001$). Post hoc analysis showed that the State School 1 Advanced GNVQ group believed that students were less educationally focused than the State School 2 Advanced GNVQ group, the State School 1 A-level group and the State School 2 A-level group believed ($M_s = 34.50$ vs. $31.28, 28.55$ and 29.88 , respectively). The State School 2 Advanced GNVQ group also thought that students were significantly less educationally focused than the State School 1 A-level group thought ($M_s = 31.28$ vs. 28.55). Positive correlations were found for the State School 1 A-level group ($r = .69, p < .001$); the State School 2 A-level group ($r = .46, p < .05$) and the State School 2 Advanced GNVQ group only ($r = .38, p < .01$). This indicated the concordance between student-parent pairs in relation to the students' educational focus. The level of agreement on students' educational focus was found to be highest in the State School 1 A-level group.

On school focus, the significant main effect for school ($F(1, 270) = 4.93, p < .05$) revealed that the State School 1 group reported significantly more school focus than the State School 2 group reported ($M_s = 11.38$ vs. 11.87). This was modified by the significant 2-way interaction for school x source ($F(1, 270) = 4.21, p < .05$), where post hoc analysis indicated that the State School 1 students believed that they were significantly more school focused than the State School 2 students believed ($M_s = 10.95$ vs. 11.90).

Table 21: Education and School Aspects (b) School Focus (A-level and Advanced GNVQ Groups in State Schools)

		School Focus				
		Analysis				
				Main Effects		
		Mn	SD	F (1, 270)	p	
School:	State School 1 (n = 118)	11.38	2.48	4.93	< .05	
	State School 2 (n = 168)	11.87	2.09			
Course:	A-Level (n = 130)	11.41	2.26	5.64	< .05	
	Advanced GNVQ (n = 156)	11.88	2.25			
				Interaction Effects*		Significant Post Hoc Comparisons
				F (1, 270)	P	
School x Source:	State School 1 Parents (n = 59)	11.81	2.34	4.21	< .05	State School 1 Students > State School 2 Students
	State School 2 Parents (n = 84)	11.83	1.91			
	State School 1 Students (n = 59)	10.95	2.56			
	State School 2 Students (n = 84)	11.90	2.42			
School x Course:	State School 1 A-level (n = 58)	10.66	2.08	5.29	< .05	State School 1 A-level < State School 1 Advanced GNVQ, State School 2 A-level and State School 2 Advanced GNVQ
	State School 1 Advanced GNVQ (n = 60)	12.08	2.64			
	State School 2 A-level (n = 72)	12.01	2.24			
	State School 2 Advanced GNVQ (n = 67)	11.76	1.97			

* Tukeys HSD with significance at the 95% level.

Course ($F(1, 270) = 5.64, p < .05$) showed that the A-level groups reported significantly more school focus than the Advanced GNVQ groups reported ($M_s = 11.41$ vs. 11.88). These two main effects were further qualified by the significant 2-way interaction for school x course ($F(1, 270) = 5.29, p < .05$). The post hoc test denoted that the State School 1 A-level group believed that students were school focused significantly more than the State School 1 Advanced GNVQ group, the State School 2 A-level and Advanced GNVQ groups believed ($M_s = 10.66$ vs. $12.08, 12.01$ and 11.76 respectively). A positive correlation was found only for the State School 2 A-level group ($r = .34, p < .05$) revealing the relationship between student-parent pairs in relation to school focus for the State School 2 A-level group.

4.2.1.5 Future Aspirations

A-level groups in State and Private Schools

With regard to future aspirations and A-level groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) ANOVA revealed two significant main effects for school and source.

Table 22: Future Aspirations (A-level Groups in State and Private Schools)

		Future Aspirations				
				Analysis (Main Effect)		Significant Post Hoc Comparisons*
		Mn	SD	F(3,244)	p	
School:	State School 1 (n = 58)	19.34	2.91	2.71	<.05	State School 2 < State School 1 and Private School 1
	State School 2 (n = 72)	21.28	3.18			
	Private School 1 (n = 56)	19.71	2.50			
	Private School 2 (n = 74)	20.04	2.88			
		Mn	SD	F(1,244)	p	
Source:	Parents (n = 130)	20.57	2.80	5.95	<.05	
	Students (n = 130)	19.75	3.10			

* Tukeys HSD with significance at the 95% level.

A significant main effect for school was indicated ($F(3, 244) = 2.71, p < .05$). The post hoc analysis revealed that the State School 2 group reported future aspirations significantly *less* than the State School 1 group and the Private School 1 group reported ($M_s = 21.28$ vs. 19.34 and 19.71 , respectively). Interestingly, source ($F(1, 244) = 5.95, p < .05$) as a significant main effect also disclosed that students reported future aspirations *more* than parents reported students' to have ($M_s = 19.75$ vs. 20.57). Positive correlations were found for both the State School 1 and 2 A-level groups ($r = .49, p < .01$ and $r = .34, p < .05$, respectively) and a high positive correlation was found for the Private School 2 A-level group ($r = .57, p < .001$)) only. This indicated the concordance between student-parent pairs in relation to the students' future aspirations. The level of agreement on students' future aspirations was found to be highest in the Private School 2 A-level group.

Advanced GNVQ groups in State Schools

In the matter of future aspirations and the Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) ANOVA revealed one significant main effect for gender, only.

Table 23: Future Aspirations (Advanced GNVQ Groups in State Schools)

		Future Aspirations			
				Analysis (Main Effect)	
		Mn	SD	F(1, 148)	p
Gender:	Male (n = 55)	21.40	4.37	4.47	<.05
	Female (n = 101)	22.93	3.50		

For future aspirations, the significant main effect for gender ($F(1, 148) = 4.47, p < .05$) revealed that the male group reported future aspirations more than the female group reported ($M_s = 21.40$ vs. 22.93). A high positive correlation was found only in the State School 2 Advanced GNVQ group ($r = .62, p < .01$) revealing strong agreement between student-parent pairs in the State School 2 Advanced GNVQ group.

A-level and Advanced GNVQ groups in State Schools

With reference to future aspirations and A-level and Advanced GNVQ groups, the source (student/parent) x gender (male/female) x course (A-level/Advanced GNVQ) x school (State School 1/State School 2) ANOVA revealed two significant main effects for school and course.

Table 24: Future Aspirations (A-Level and Advanced GNVQ Groups in State Schools)

		Future Aspirations			
				Analysis (Main Effects)	
		Mn	SD	F (1, 270)	p
School:	State School 1 (n = 118)	20.79	4.14	5.27	< .05
	State School 2 (n = 168)	21.99	3.30		
Course:	A-Level (n = 130)	20.42	3.20	12.76	< .001
	Advanced GNVQ (n = 156)	22.39	3.88		

For future aspirations, the main effect for school ($F(1, 270) = 5.27, p < .05$) indicated that the State School 1 group reported future aspirations significantly more than the State School 2 group reported ($M_s = 20.79$ vs. 21.99). Course ($F(1, 270) = 12.76, p < .001$) as a significant main effect disclosed that the A-level group reported future aspirations more than the Advanced GNVQ group reported ($M_s = 20.42$ vs. 22.39). Positive correlations were found for both the State School 1 and 2 A-level groups ($r = .49, p < .01$ and $r = .34, p < .05$, respectively) and a high positive correlation was found for the State School 1 Advanced GNVQ group ($r = .62, p < .001$) only. This indicated the concordance between student-parent pairs in relation to the students’ future aspirations, with the level of agreement being highest in the State School 2 Advanced GNVQ group.

The findings from this questionnaire have aided greater understanding of the views of both the parent and the adolescent student in the areas of parent and adolescent relations; school issues; student actions; academic beliefs and expectations; peer relations; and future aspirations. In order to fully explore and understand these views, a second already established and recognised questionnaire was also used to provide further evidence on parents and students' attitude toward the school that the students attend.

4.2.2 Attitudes Towards School Questionnaire

The three designs described previously were used to analyse the data, and were examined separately.

A set of 6 individual items were investigated on this measure and are as follows: item 1. *Teacher competency*; item 2. *Students see purpose of what studying and everyday lives*; item 3. *Educational program*; item 4. *Students seldom motivated to work*; item 5. *Students learning all they can from school* and item 6. *Satisfaction with school*. Each item was analysed separately and the findings are presented below.

The findings are set out into 4 sections termed: Teacher Competency and Quality of Educational Program; Educational Awareness; Student Motivation and School Satisfaction, which reflect the content of the 6 items in the questionnaire developed by Chase (1992).

All ANOVAs were performed using the 6 items given in the questionnaire to the participants. All post-hoc tests carried out used the Tukeys HSD with significance at the 95% level.

4.2.2.1 Teacher Competency and Quality of Educational Program

Perceived competency of teachers and the quality of the educational programs was assessed using the two items on: *teacher competency* and *educational program* using the three appropriate ANOVAs as discussed previously, with each design taken in turn.

A-level groups in State and Private Schools

With regard to the A-level groups and teacher competency and quality of educational program, the source (student/parent) x gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) ANOVA design revealed a number of significant main effects. On both the items of teacher competency and educational quality a significant main effect for school was revealed.

A-level groups in State and Private Schools

On the item teacher competency the significant main effect for school ($F(3, 244) = 4.71, p < .005$) indicated that the Private School 2 group thought teachers were competent more than the State School 1 group thought ($M_s = 1.84$ vs. 2.40)⁶. Positive correlations were found for the Private School 1 ($r = .49, p < .01$) and the Private School 2 A-level groups ($r = .64, p < .001$) only. This revealed the relationship between student-parent pairs in the two private school A-level groups.

Table 25: Teacher Competency and Quality of Education Program (A-Level Groups in State School and Private Schools)

School:	Teacher Competency					Educational Quality				
			Analysis (Main Effect)		Significant Post Hoc Comparisons*			Analysis (Main Effect)		Significant Post Hoc Comparisons*
	Mn	SD	F (3, 244)	P		Mn	SD	F (3, 244)	p	
State School 1 (n = 58):	2.40	0.92	4.71	< .005	Private School 2 > State School 1	2.55	0.90	6.87	< .001	Private School 2 > State School 1 and Private School 1
State School 2 (n = 72):	2.10	0.77				2.15	0.78			
Private School 1 (n = 56):	2.11	0.93				2.30	0.93			
Private School 2 (n = 74):	1.84	0.76				1.89	0.84			

* Tukeys HSD with significance at the 95% level.

⁶ Note that questionnaire’s 1-5 scale indicated high-low agreement, with lower numbers indicating higher agreement with the statement. All statements were coded in a positive direction, such that low scores indicate higher agreement with positive values.

Similarly, for the quality of the educational programme offered to students the significant main effect for school was also found ($F(3, 244) = 6.87, p < .001$). Post hoc analysis also showed that the Private School 2 group believed the school’s educational programme was of high quality significantly more than the State School 1 group and the Private School 1 group believed in their educational programmes offered to students ($M_s = 1.89$ vs. 2.55 and 2.30 respectively). Positive correlations were revealed for the Private School 1 ($r = .39, p < .05$) and the Private School 2 A-level groups ($r = .56, p < .001$) only. This showed that the concordance between student-parent pairs in these two groups in relation to educational focus.

Advanced GNVQ groups in State Schools

In the matter of teacher competency and quality of education and the Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) ANOVA disclosed a number of significant main and 2-way effects. Regarding teacher competency, two significant main effects for school and source were revealed, which were qualified by the significant 2-way interaction for school x source. Educational quality exhibited one significant main effect for source, only.

Table 26: Teacher Competency and Quality of Education Program (a) Teacher Competency (Advanced GNVQ Groups in State Schools)

		Teacher Competency				
				Analysis		
				Main Effect		Significant Post Hoc Comparisons
		Mn	SD	F(1,148)	P	
Source:	Parents (n = 78)	2.12	0.79	4.39	<.05	
	Students (n = 78)	2.28	0.77			
School:	State School 1 (n = 60)	2.02	0.77	4.83	<.05	
	State School 2 (n = 96)	2.31	0.77			
School x Source:	State School 1 Parents (n = 30)	1.67	0.76	13.37	< .001	Private School 1 < State School 1
	State School 2 Parents (n = 48)	2.40	0.68			
	State School 1 Students (n = 30)	2.37	0.61			
	State School 2 Students (n = 48)	2.23	0.86			

* Tukeys HSD with significance at the 95% level.

For teacher competency, the significant main effect for school ($F(1,148) = 4.83, p < .05$), indicated the State School 1 group thought the teachers were competent more than

the State School 2 group thought ($M_s = 2.02$ vs. 2.31). Source ($F(1,148) = 4.39, p < .05$) also showed that the parents believed that the teachers were competent significantly more than the students believed that the teachers were ($M_s = 2.12$ vs. 2.28). However, these two significant main effects were modified by the significant 2-way interaction for school x source ($F(1, 148) = 13.37, p < .001$). Post hoc analysis revealed that the parents in State School 1 believed that the teachers were competent more than the students in State School 1 and the students and the parents in State School 2 believed ($M_s = 1.67$ vs. $2.37, 2.23$ and 2.40 , respectively).

Table 27: Teacher Competency and Quality of Education Program (b) Quality of Education Program (Advanced GNVQ Groups in State Schools)

Factor	Parents (n= 78)		Students (n = 78)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 148)	p
Educational Quality	2.03	0.81	2.44	0.85	8.20	>.01

On the item relating to educational quality, the significant main effect for source ($F(1,148) = 8.20, p < .01$) disclosed that the parent group believed the schools’ education programmes were of high quality more than the student group believed ($M_s = 2.03$ vs. 2.44).

A-level and Advanced GNVQ groups in State Schools

With reference to teacher competency and quality of education, the source (student/parent) x gender (male/female) x course (A-level/Advanced GNVQ) x school (State School 1/State School 2) ANOVA revealed that the item concerned with teacher competency showed no significant main effects. However, a 2-way effect for school x course proved to be significant. Educational quality revealed three significant main effects for gender, source and course.

For teacher competency the significant 2-way interaction for school x course ($F(1,270) = 5.58) p < .05$) was revealed. Post hoc analysis showed that the State School 1 Advanced GNVQ group believe the teachers were competent more than the State School 1 A-level group believed ($M_s = 2.02$ vs. 2.40).

Table 28: Teacher Competency and Quality of Education Program (a) Teacher Competency (A-level and Advanced GNVQ Groups in State Schools)

		Teacher Competency				
		Analysis				
				Main Effect		Significant Post Hoc comparisons*
		Mn	SD	F(1,270)	p	
School x Course:	State School 1 A-level (n = 58)	2.40	0.92	5.58	<.05	State School 1 Advanced GNVQ > State School 1 A-level
	State School 1 Advanced GNVQ (n = 60)	2.02	0.77			
	State School 2 A-level (n = 72)	2.10	0.77			
	State School 2 Advanced GNVQ (n = 96)	2.31	0.77			

* Tukeys HSD with significance at the 95% level.

In relation to the educational quality of the schools’ programmes, the significant main effect for source ($F(1, 270) = 10.71, p < .005$) exposed that the parent group believed the educational programmes offered in the schools were of high quality more than the student group believed ($M_s = 2.10$ vs. 2.45). Course ($F(1, 270) = 5.31, p < .05$) also found that the Advanced GNVQ groups thought the education programme was of high quality significantly more than the A-level groups thought of their educational programme ($M_s = 2.23$ vs. 2.33).

Table 29: Teacher Competency and Quality of Education Program (b) Quality of Education Program (A-level and Advanced GNVQ Groups in State Schools)

		Educational Quality			
		Analysis			
		Main Effect			
		Mn	SD	F(1,270)	p
Gender:	Male (n = 88)	2.48	0.90	4.38	<.05
	Female (n = 198)	2.19	0.82		
Source:	Parents (n = 143)	2.10	0.81	10.71	<.005
	Students (n = 143)	2.45	0.86		
Course:	A-level (n = 130)	2.33	0.86	5.31	<.05
	Advanced GNVQ (n = 156)	2.23	0.85		

Finally, the significant main effect for gender ($F(1, 270) = 4.38, p < .05$) indicated that it was the female group who claimed the educational programme was of high quality significantly more than the male group claimed ($M_s = 2.19$ vs. 2.48). A positive correlation was found only in the State School 2 Advanced GNVQ group ($r = .40, p < .01$) revealing stronger agreement between student-parent pairs in the State School 2 Advanced GNVQ group than in the State School 1 Advanced GNVQ group.

4.2.2.2 Educational Awareness

Educational awareness was examined using the two items on: *purpose of what the student is studying and their everyday lives*, and item *on students learning all they can from their school experience*. These two items were analysed using the three appropriate ANOVAs, as discussed previously, with each design taken in turn.

A-level groups in State and Private Schools

With regard to educational awareness and the A-level groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) ANOVA revealed a number of main effects. In relation to the item on students seeing a purpose between what they are studying and their everyday lives, two significant main effects for school and source were disclosed. However, concerning the item on students learn all they can from their school experience, no significant main effects or interaction effects were revealed.

Table 30: Educational Awareness – Purpose of What Student is Studying and Everyday Lives (A-level Groups in State and Private Schools)

		Purpose of What Student is Studying and Everyday Lives				
				Analysis		
				Main Effect		Significant Post Hoc Comparisons*
		Mn	SD	F(3,244)	p	
School:	State School 1 (n = 58)	3.07	0.92	4.39	<.01	Private School 1 > State School 1, State School 2 and Private School 2
	State School 2 (n = 72)	3.04	0.93			
	Private School 1 (n = 56)	2.59	0.99			
	Private School 2 (n = 74)	3.11	0.96			
		Mn	SD	F(1,244)	p	
Source:	Parents (n = 130)	2.75	0.86	8.84	<.005	
	Students (n = 130)	3.18	1.01			

* Tukeys HSD with significance at the 95% level.

On students’ school work and seeing a purpose between what they are studying and their everyday lives, the significant main effect for school was disclosed ($F(3, 244) = 4.39, p < .01$). Post hoc analysis indicated that the Private School 1 group thought that in virtually all coursework, students saw a purpose between what they are studying and their everyday lives significantly more than the State School 1 group, the State School 2

group and the Private School 2 group thought ($M_s = 2.59$ vs. 3.07 , 3.04 and 3.11 , respectively). Source ($F(1, 244) = 8.84, p < .005$) was also exhibited where the parent group thought students saw a purpose between what they are studying and their everyday lives significantly more than the student group thought ($M_s = 2.75$ vs. 3.18). Interestingly, positive correlations were found for the State School 1 A-level group ($r = .60, p < .01$) and the Private School 2 A-level group ($r = .37, p < .05$) only. This indicated the concordance between student-parent pairs in relation to student's seeing a purpose between what they are studying and their everyday lives for the State School 1 and Private School 2 A-level groups, with stronger agreement in the State School 1 A-level group.

Advanced GNVQ groups in State Schools

With regard to educational awareness and the Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) ANOVA disclosed a number of significant main and 2-way effects. On the item concerning students coursework and seeing a purpose between what they are studying and their everyday lives, two significant main effects for school and source were exhibited, with the main effect for source modified by the significant 2-way effect for gender x source. In relation to the item on students learning all that they can from school, a significant main effect for source was found to be significant, only.

The item concerned with the statement, in virtually all coursework students see a purpose between what they are studying and their everyday lives, the significant main effect for school ($F(1, 148) = 14.06, p < .001$) showed that the State School 1 group agreed with this statement more than the State School 2 group agreed with it ($M_s = 2.22$ vs. 2.60).

Source ($F(1, 148) = 21.13, p < .001$) as a significant main effect indicated that the parent group believed that in virtually all coursework, students saw a purpose between what they were studying and their everyday lives, more than the students themselves believed ($M_s = 2.21$ vs. 2.71). However, this was qualified by the significant two-way interaction for gender x source ($F(1, 148) = 5.57, p < .05$). The post hoc test indicated

that the male parent group thought that students saw a purpose between what they are studying and their everyday lives significantly more than the male and female student groups believed (Ms = 2.06 vs. 2.87 and 2.55 respectively). The female parents also thought that the students saw a purpose between what they are studying and their everyday lives significantly more than the male students thought (Ms = 2.25 vs. 2.87).

Table 31: Educational Awareness – Purpose of What Student is Studying and Everyday Lives (Advanced GNVQ Groups in State Schools)

		Purpose of What Student is Studying and Everyday Lives				
				Analysis		
				Main Effect		Significant Post Hoc comparisons*
		Mn	SD	F(1,148)	P	
Source:	Parents (n = 78)	2.21	0.67	21.13	<.001	
	Students (n = 78)	2.71	0.77			
School:	State School 1 (n = 60)	2.22	0.76	14.06	<.001	
	State School 2 (n = 96)	2.60	0.73			
Gender x Source:	Male Parents (n = 17)	2.06	0.75	5.57	< .05	Male Parents > Male Students and Female Students
	Female Parents (n = 61)	2.25	0.65			
	Male Students (n = 38)	2.87	0.66			Female Parents > Male Students
	Female Students (n = 40)					
	Female Students (n = 40)					

* Tukeys HSD with significance at the 95% level.

Similarly, on the item concerning students learn all that they can from school, the main effect for source ($F(1, 148) = 18.15, p < .001$) showed that the parent group believed that students' are learning about all they can from school significantly more than the student group themselves believed (Ms = 2.13 vs. 2.69). A positive correlation was found only for the State School 2 Advanced GNVQ group ($r = .35, p < .05$) which revealed the agreement between student-parent pairs in the State School 2 Advanced GNVQ group.

Table 32: Educational Awareness – Students Learning All They Can from School (Advanced GNVQ Groups in State Schools)

Factor	Parents (n= 78)		Students (n = 78)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 148)	p
Students Learning All They Can from School	2.13	0.69	2.69	0.84	18.15	<.001

In the matter of educational awareness and the A-level and Advanced GNVQ groups, the source (student/parent) x gender (male/female) x course (A-level/Advanced GNVQ) x school (State School 1/State School 2) ANOVA exhibited a number of significant main effects. On the item concerned with student’s schoolwork and seeing a purpose between what they are studying and their everyday lives three significant main effects for school, source and course were revealed. In relation to the item on students learning all that they can from school three significant main effects for gender, source and course, were also disclosed.

Table 33: Educational Awareness – Purpose of What Student is Studying and Everyday Lives (A-level and Advanced GNVQ Groups in State Schools)

		Purpose of What Student is Studying and Everyday Lives			
				Analysis	
				Main Effect	
		Mn	SD	F(1,270)	P
School :	State School 1 (n = 118)	2.64	0.94	6.46	<.05
	State School 2 (n = 168)	2.79	0.85		
Source:	Parents (n = 143)	2.50	0.83	18.72	<.001
	Students (n = 143)	2.96	0.89		
Course:	A-level (n = 130)	3.05	0.92	45.34	<.001
	Advanced GNVQ (n = 156)	2.46	0.76		

With regard to students seeing a purpose between what they are studying and their everyday lives, school, as a significant main effect was revealed ($F(1, 270) = 6.46, p < .05$), where the State School 1 group believed students saw a purpose between what they are studying and their everyday lives more than the State School 2 group believed ($M_s = 2.64$ vs. 2.79). Interestingly, course ($F(1, 270) = 45.34, p < .001$) also found that the Advanced GNVQ groups believed students saw a purpose between what they are studying and their everyday lives, significantly more than the A-level groups believed ($M_s = 2.46$ vs. 3.05). Source ($F(1, 270) = 18.72, p < .001$) also indicated that the parent group believe that students saw a purpose between what they are studying and their everyday lives, significantly more than the student group themselves believed ($M_s = 2.50$ vs. 2.96). A positive correlation was found only for the State School 1 A-level group ($r = .60, p < .005$) revealing agreement between student-parent pairs in this group

in relation to students’ seeing a purpose between what they are studying and their everyday lives.

Referring to the item on, students are learning all that they can from their school experience, the main effect for gender ($F(1, 270) = 7.12, p < .01$) indicated that the female group thought that students were learning about all they can from their school experience significantly more than the male group thought ($M_s = 2.36$ vs. 2.74).

Table 34: Educational Awareness – Students Learning All They Can from School (A-level and Advanced GNVQ Groups in State Schools)

		Students Learning All They Can from School			
				Analysis	
				Main Effect	
		Mn	SD	F(1,270)	p
Source:	Parents (n = 143)	2.26	0.77	13.47	<.001
	Students (n = 143)	2.70	0.88		
Course:	A-level (n = 130)	2.56	0.89	4.80	<.05
	Advanced GNVQ (n = 156)	2.41	0.82		
Gender:	Male (n = 88)	2.74	0.96	7.12	<.01
	Female (n = 198)	2.36	0.77		

Source ($F(1, 270) = 13.47, p < .001$) also found that the parent group believed that students were learning about all they can from their school experience significantly more than the student group believed ($M_s = 2.26$ vs. 2.70). Interestingly, course ($F(1, 270) = 4.80, p < .05$) disclosed that the Advanced GNVQ groups believed students were learning about all they can from school their school experience, significantly more than the A-level groups believed ($M_s = 2.41$ vs. 2.56). A positive correlation was found only for the State School 2 Advanced GNVQ group ($r = .35, p < .05$) which revealed concordance between student-parent pairs in the State School 2 Advanced GNVQ group in relation to students’ learning about all they can from their school experience.

4.2.2.3 Student Motivation and School Satisfaction

Student motivation and school satisfaction was assessed using the two items on: *student motivation* and *satisfaction with school*. These two items were analysed using the three appropriate ANOVA designs, as discussed previously, with each design taken in turn.

With regard to the A-level groups and student motivation and school satisfaction, the source (student/parent) x gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) ANOVA revealed a number of significant main effects. In relation to student motivation, two significant main effects for school and source were exhibited, and concerning school satisfaction, a significant main effect for school, was also shown.

On student’s motivation the significant main effect for school ($F(3, 244) = 7.51, p < .001$) was indicated, where post hoc analysis revealed that the Private School 2 group thought that students were motivated more than the State School 1 group and the State School 2 group thought ($M_s = 2.08$ vs. 2.83 and 2.81 , respectively).

Table 35: Student Motivation and School Satisfaction (a) Student Motivation (A-level Groups in State and Private Schools)

		Student Motivation				
				Analysis		
				Main Effect		Significant Post Hoc comparisons*
		Mn	SD	F(3,244)	p	
School:	State School 1 (n = 58)	2.83	0.90	7.51	< .001	Private School 2 > State School 1 and State School 2
	State School 2 (n = 72)	2.81	1.16			
	Private School 1 (n = 56)	2.54	1.14			
	Private School 2 (n = 74)	2.08	1.00			
		Mn	SD	F(1,244)	p	
Source:	Parents (n = 130)	2.28	1.03	12.87	< .001	
	Students (n = 130)	2.82	1.10			

* Tukeys HSD with significance at the 95% level.

Source ($F(1, 244) = 12.87, p < .001$) as a significant main effect also showed that the parent group believed that students were motivated more than the student group themselves believed ($M_s = 2.28$ vs. 2.82). A positive correlation was found only in the Private School 2 A-level group ($r = .39, p < .05$) revealing agreement between student-parent pairs in the Private School 2 A-level group in relation to students’ motivation.

Moreover, for school satisfaction, an overall significant main effect for school was exhibited ($F(3, 244) = 4.28, p < .01$). Post hoc analysis revealed that the Private

School 2 group believed that they were satisfied with their school significantly more than the State School 1 group and the State School 2 group ($M_s = 1.72$ vs. 2.16 and 2.12 , respectively). Positive correlations were exhibited for the four A-level groups (State School 1 A-level group ($r = .38, p < .05$); State School 2 A-level group ($r = .41, p < .05$); Private School 1 A-level group ($r = .54, p < .005$) and Private School 2 A-level group ($r = .45, p < .01$). This revealed that there is concordance between student-parent pairs in relation to the school satisfaction. The level of agreement was found to be highest in the two Private School A-level groups.

Table 36: Student Motivation and School Satisfaction (b) School Satisfaction (A-level Groups in State and Private Schools)

		School Satisfaction				
				Analysis		
				Main Effect		Significant Post Hoc Comparisons*
		Mn	SD	F(3,244)	p	
School:	State School 1 (n = 58)	2.16	0.93	4.28	<.01	Private School 2 > State School 1 and State School 2
	State School 2 (n = 72)	2.12	0.87			
	Private School 1 (n = 56)	2.11	1.04			
	Private School 2 (n = 74)	1.73	0.86			

* Tukeys HSD with significance at the 95% level.

Advanced GNVQ groups in State Schools

In the matter of student motivation and school satisfaction, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) ANOVA disclosed a number of significant main and 2-way effects. In relation to student motivation a significant main effect for school was shown. For school satisfaction two significant main effects for school and source were revealed which were modified by the significant 2-way interaction for gender x source.

Table 37: Student Motivation and School Satisfaction (a) Student Motivation (Advanced GNVQ Groups in State Schools)

Factor	State School 1 (n = 60)		State School 2 (n = 96)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 148)	p
Student Motivation	3.60	1.15	3.16	0.90	9.85	<.005

For student motivation, the significant main effect for school ($F(1,148) = 9.85, p < .005$) found that the State School 2 group believed students were motivated more than the State School 1 group believed ($M_s = 3.16$ vs. 3.60).

Table 38: Student Motivation and School Satisfaction (b) School Satisfaction (Advanced GNVQ Groups in State Schools)

		School Satisfaction				
				Analysis		
				Main Effect		Significant Post Hoc Comparisons*
		Mn	SD	F(1,148)	P	
School:	State School 1 (n = 60)	1.80	0.82	12.72	<.001	
	State School 2 (n = 96)	2.31	0.89			
Source:	Parents (n = 78)	1.85	0.77	17.21	<.001	
	Students (n = 78)	2.38	0.93			
Gender x Source:	Male Parents (n = 17)	1.71	0.69	5.40	<.05	Male and female parents > male students
	Female Parents (n = 61)	1.89	0.80			
	Male Students (n = 38)	2.61	0.89			
	Female Students (n = 40)	2.18	0.93			

* Tukeys HSD with significance at the 95% level.

Interestingly, with regard to school satisfaction, school ($F(1, 148) = 12.72, p < .001$) showed that the State School 1 group believed they were satisfied with the school significantly more than the State School 2 group believed ($M_s = 1.80$ vs. 2.31). Source ($F(1, 148) = 17.21, p < .001$) also found that the parent group claimed to be significantly more satisfied with the school than the student group claimed ($M_s = 1.85$ vs. 2.38). However, this was modified by the significant 2-way interaction for gender x source ($F(1, 148) = 5.40, p < .05$), where post hoc analysis indicated that the male and female parents groups claimed more satisfaction with the school than the male student group ($M_s = 1.71, 1.89$ vs. 2.61 , respectively). A positive correlation was found for the State School 2 Advanced GNVQ group only ($r = .35, p < .05$) revealing the relationship between student-parent pairs in the State School 2 Advanced GNVQ group in relation to school satisfaction.

A-level and Advanced GNVQ groups in State Schools

With reference to student motivation and school satisfaction, the source (student/parent) x gender (male/female) x course (A-level/Advanced GNVQ) x school (State School 1/State School 2) ANOVA revealed a number of significant main effects and 2-way effects. In relation to student motivation a significant main effect for course was revealed, which was modified by two significant 2-way effects for school x course, and

source x course. Student satisfaction revealed three significant main effects for gender, school and source.

For student motivation, the main effect for course ($F(1, 270) = 12.01, p < .005$), showed that the A-level group believed that students were motivated significantly more than the Advanced GNVQ group believed ($M_s = 2.82$ vs. 3.33). This was modified by the significant 2-way interaction for source x course ($F(1, 270) = 8.58, p < .01$). The post hoc test revealed that the A-level parents believed their children were more academically motivated than the A-level students, the Advanced GNVQ students and parents believed ($M_s = 2.51$ vs. $3.12, 3.26$ and 3.40 , respectively). The significant 2-way interaction for school x course was also revealed ($F(1, 270) = 5.61, p < .05$). Post hoc analysis disclosed that the State School 1 Advanced GNVQ group was significantly different to the State School 1 A-level group, and the State School 2 A-level and Advanced GNVQ groups, in believing that students were less academically motivated to do well in school ($M_s = 3.60$ vs. $2.83, 2.81$ and 3.16 , respectively).

Table 39: Student Motivation and School Satisfaction (a) Student Motivation (A-level and Advanced GNVQ Groups in State Schools)

		Student Motivation				
		Analysis				
				Main Effect		Significant Post Hoc comparisons*
		Mn	SD	F(1,270)	<i>p</i>	
Course:	A-level (n = 130)	2.82	1.05	12.01	< .005	
	Advanced GNVQ (n = 156)	3.33	1.02			
Source x Course:	A-level Parents (n = 65)	2.51	0.99	8.58	< .01	A-level parents > A-level students, Advanced GNVQ students and Advanced GNVQ parents
	A-level Students (n = 65)	3.12	1.02			
	Advanced GNVQ Parents (n = 78)	3.40	1.17			
	Advanced GNVQ Students (n = 78)	3.26	0.86			
School x Course:	State School 1 A-level (n = 58)	2.83	0.90	5.61	<.05	State School 1 Advanced GNVQ group < State School 1 A-level, State School 2 A-level and State School 2 Advanced GNVQ
	State School 1 Advanced GNVQ (n = 60)	3.60	1.15			
	State School 2 A-level (n = 72)	2.81	1.16			
	State School 2 Advanced GNVQ (n = 96)	3.16	0.90			

* Tukeys HSD with significance at the 95% level.

Regarding the item on school satisfaction, the significant main effect for school ($F(1, 270) = 6.64, p < .05$) revealed that the State School 1 group claimed to be satisfied with the school more than the State School 2 group claimed ($M_s = 1.97$ vs. 2.23). Secondly,

gender ($F(1, 270) = 6.53, p < .05$) indicated that the female group reported significantly more satisfaction with school than the male group reported (2.03 vs. 2.35).

Table 40: Student Motivation and School Satisfaction (b) School Satisfaction (A-level and Advanced GNVQ Groups in State Schools)

		School Satisfaction			
				Analysis (Main Effects)	
		Mn	SD	F (1, 270)	P
School:	State School 1 (n = 118)	1.97	0.89	6.64	< .05
	State School 2 (n = 168)	2.23	0.88		
Source:	Parents (n = 143)	1.92	0.78	11.91	< .005
	Students (n = 143)	2.33	0.96		
Gender:	Male (n = 88)	2.35	0.91	6.53	< .05
	Female (n = 198)	2.03	0.87		

Finally, source ($F(1, 270) = 11.91, p < .005$) showed that the parent group claimed satisfaction with school significantly more than the student group claimed ($M_s = 1.92$ vs. 2.33). Positive correlations were found for the State School 1 A-level group ($r = .38, p < .05$) and the State School 2 A-level and Advanced GNVQ groups ($r = .41, p < .05$ and $r = .35, p < .05$, respectively). This revealed that the concordance between student-parent pairs in relation to the school satisfaction. The level of agreement was shown to be highest in the State School 2 A-level group.

The findings from this measure have facilitated the research in highlighting the students and parents overall attitudes towards the school the particular A-level or Advanced GNVQ student attends. The third questionnaire aided further exploration of parent and/or peer influence by looking at student and parents beliefs on whom students would seek advice on both long and short term issues.

4.2.3 Importance of Parents and Friends in Decision Making Questionnaire

The three designs described previously were used to analyse the data, and investigated separately.

The findings are set out into 4 sections termed: parental consensus, friend consensus, marginal cross pressures and areas of possible conflict, which reflect the content of the 16 statements in the questionnaire developed by Wilks (1986). The questionnaire used a 1-5 likert scale, where scores below 3.00 represented the importance of friends' advice and scores above 3.00 represented the importance of parental advice.

All ANOVAs were performed using the 16 statements given in the questionnaire to the participants. All post-hoc tests carried out used the Tukeys HSD with significance at the 95% level.

4.2.3.1 Parental Consensus

Parental consensus was analysed using the four statements on: *whether to go to university, choosing a future occupation, on what to spend money, and which course to take at A-level/Advanced GNVQ*, using the 3 appropriate ANOVAs as discussed previously with each design taken in turn.

A-level groups in State and Private Schools

With regard to the A-level groups and the items concerned with parental consensus, the source (student/parent) x gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) ANOVA revealed no significant effects.

Advanced GNVQ groups in State Schools

In the matter of parental consensus and the Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) ANOVA exhibited a number of significant main and 2-way effects. On the item of whether to go to university a significant main effect for school, modified by the

significant 2-way effect for school x source was found. In choosing a future occupation, a significant main effect for school was revealed. On which course to take at Advanced GNVQ, a main effect for school and for source were indicated, which were modified by a 2-way effect for school x source. The item on choosing a university revealed a significant main effect for school only.

Table 41: Parental Consensus (a) Whether to go to University (Advanced GNVQ Groups in State Schools)

		Whether to Go to University				
		Analysis				
				Main Effect		Significant Post Hoc Comparisons*
		Mn	SD	F(1,148)	p	
School:	State School 1 (n = 60)	3.55	1.05	6.73	<.05	
	State School 2 (n = 96)	4.00	0.81			
School x Source:	State School 1 Parents (n = 30)	3.43	1.04	4.19	<.05	Male and female parents > male students
	State School 2 Parents (n = 48)	4.00	0.68			
	State School 1 Students (n = 30)	3.67	1.06			
	State School 2 Students (n = 48)	3.81	0.91			

* Tukeys HSD with significance at the 95% level.

On whether to go to university, the main effect for school ($F(1, 148) = 6.73, p < .05$), showed that the State School 2 group believed that students considered parental advice to be important in relation to whether to go to university significantly more than the State School 1 group believed that students do ($M_s = 3.91$ vs. 3.55). This was modified by the significant 2-way interaction, school x source ($F(1, 148) = 4.19, p < .05$). Post hoc analysis revealed that the State School 2 parents believed parental advice to be significantly more important in relation to whether to go to university than the parents in State School 1 believed ($M_s = 4.00$ vs. 3.43). A positive correlation was found only in the State School 1 Advanced GNVQ group ($r = .39, p < .05$) which revealed the agreement between student-parent pairs in the State School 1 Advanced GNVQ group in relation to whether to go to university.

Table 42: Parental Consensus (b) Future Occupation (Advanced GNVQ Groups in State Schools)

Factor	State School 1 (n = 60)		State School 2 (n = 96)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 148)	p
Future Occupation	3.57	0.87	3.80	0.71	6.30	<.05

Similar results were shown for choosing a future occupation. The main effect for school ($F(1, 148) = 6.30, p < .05$) showed that the State School 2 group thought parental advice was significantly more important in choosing a future occupation than the State School 1 group believed ($M_s = 3.80$ vs. 3.57).

Table 43: Parental Consensus (c) Which Course to take at Advanced GNVQ (Advanced GNVQ Groups in State Schools)

		Which Course to take at Advanced GNVQ				
		Analysis				
				Main Effect		Significant Post Hoc Comparisons*
		Mn	SD	F(1,148)	p	
School:	State School 1 (n = 60)	3.23	0.70	17.39	<.001	
	State School 2 (n = 96)	3.73	0.80			
Source:	Parents (n = 78)	3.67	0.86	6.93	<.01	
	Students (n = 78)	3.41	0.71			
School x Source:	State School 1 Parents (n = 30)	3.27	0.58	4.48	<.05	State School2 Parents > State School 1 Students and State School 1 Parents
	State School 2 Parents (n = 48)	3.92	0.92			
	State School 1 Students (n = 30)	3.20	0.80			
	State School 2 Students (n = 48)	3.54	0.62			

* Tukeys HSD with significance at the 95% level.

On which course to take at Advanced GNVQ, the significant main effect for school ($F(1, 148) = 17.39, p < .001$) disclosed that the State School 2 group considered parental advice to be significantly more important on which course to take at Advanced GNVQ than the State School 1 group believed ($M_s = 3.73$ vs. 3.23). Source ($F(1, 148) = 6.93, p < .01$) also revealed that the parent group thought that students seek parental advice on which course to take at Advanced GNVQ significantly more than the student group believed ($M_s = 3.67$, vs. 3.41). These two main effects were modified by the significant 2-way interaction for school x source ($F(1, 148) = 4.48, p < .05$). The post hoc test indicated that the State School 2 parent group considered parental advice to be significantly more important in relation to which course to take at Advanced GNVQ than the students and parents in State School 1 considered ($M_s = 3.92$ vs. $3.20, 3.27$). A high positive correlation was found only in the State School 1 Advanced GNVQ group ($r = .62, p < .001$) exhibiting concordance between student-parent pairs in the State School 1 Advanced GNVQ group in relation to which course to take at Advanced GNVQ.

Table 44: Parental Consensus (d) Choosing a University (Advanced GNVQ Groups in State Schools)

Factor	State School 1 (n = 60)		State School 2 (n = 96)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 148)	p
Choosing a University	3.82	0.94	3.18	0.87	16.40	<.001

In choosing a university, the significant main effect for school ($F(1, 148) = 16.40, p < .001$) revealed that the State School 2 Advanced GNVQ group thought parental advice was significantly more important in choosing a university than the State School 1 Advanced GNVQ group thought ($M_s = 3.82$ vs. 3.18). A positive correlation was found only in the State School 1 Advanced GNVQ group ($r = .38, p < .05$) which showed agreement between student-parent pairs in the State School 1 Advanced GNVQ group in relation to choosing a university.

A-Level and Advanced GNVQ groups in State Schools

With reference to parental consensus and the A-level and Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) x course (A-level/Advanced GNVQ) ANOVA revealed a number of main effects and 2-way effects on the individual items. On whether to go to university, a main effect for school was exhibited. With regard to which course to take at A-level or Advanced GNVQ, the two main effects for school and source were found. For the item on choosing a university, a significant main effect for school was indicated, further modified by a significant two-way effect for school x course.

Table 45: Parental Consensus (a) Whether to go to University (A-level and Advanced GNVQ Groups in State Schools)

Factor	State School 1 (n = 118)		State School 2 (n = 168)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 148)	p
Whether to go to University	3.75	0.95	4.01	0.77	4.18	<.05

On whether to go to university, the significant main effect for school ($F(1, 270) = 4.18, p < .05$) indicated that the State School 2 group believed parental advice to be significantly more important in deciding whether to go to university than the State School 1 group did ($M_s = 4.01$ vs. 3.75).

Similarly, with reference to which course to take at A-Level or Advanced GNVQ, the main effect for school ($F(1, 270) = 12.02, p < .005$) also found that the State School 2 group considered parental advice to be significantly more important for which course to take at A-Level or Advanced GNVQ than the State School 1 group thought students do ($M_s = 3.74$ vs. 3.37).

Table 46: Parental Consensus (b) Which Course to take at A-level or Advanced GNVQ (A-level and Advanced GNVQ Groups in State Schools)

		Which Course to take at A-level or Advanced GNVQ			
				Analysis (Main Effects)	
		Mn	SD	F (1, 270)	p
School:	State School 1 (n = 118)	3.37	0.69	12.02	< .005
	State School 2 (n = 168)	3.74	0.86		
Source:	Parents (n = 143)	3.69	0.85	4.09	< .05
	Students (n = 143)	3.49	0.77		

Interestingly, source ($F(1, 270) = 4.09, p < .05$) as a significant main effect disclosed that it is the parent group who believed that students considered parental advice to be more important in relation to which course to take at A-level or Advanced GNVQ than the students thought ($M_s = 3.69$ vs. 3.49).

Moreover, on choosing a university, the main effect for school ($F(1, 270) = 6.76, p < .05$) also indicated that the State School 2 group believed students considered parental advice to be significantly more important in choosing a university than the State School 1 group thought ($M_s = 3.73$ vs. 3.41).

Table 47: Parental Consensus (c) Choosing a University (A-level and Advanced GNVQ Groups in State Schools)

		Choosing a University				
		Analysis				
				Main Effect		Significant Post Hoc comparisons*
		Mn	SD	F(1,270)	p	
School:	State School 1 (n = 118)	3.41	0.83	6.76	< .05	
	State School 2 (n = 168)	3.73	0.98			
School x Course:	State School 1 A-level (n = 58)	3.64	0.72	7.85	<.01	State School 1 Advanced GNVQ < State School 1 A-level, State School 2 A-level and State School 2 Advanced GNVQ
	State School 1 Advanced GNVQ (n = 60)	3.18	0.87			
	State School 2 A-level (n = 72)	3.61	1.03			
	State School 2 Advanced GNVQ (n = 96)	3.82	0.94			

* Tukeys HSD with significance at the 95% level.

This was further qualified by the significant 2-way interaction for school x course ($F(1, 270) = 7.85, p < .01$). The post hoc analysis indicated that the State School 1 Advanced GNVQ group considered parental advice to be *less* important in choosing a university than these other groups: the State School 1 A-level group, the State School 2 A-level group and the State School 2 Advanced GNVQ group ($M_s = 3.18$ vs. 3.64, 3.61, 3.82).

4.2.3.2 Friend Consensus

Friend consensus was assessed using the five statements on: *which social events to attend, the groups to join, how to dress, which extra-curricular activities to take up and whether to take up a part time job*. These five statements were analysed using the 3 appropriate ANOVA designs as discussed previously, with each design taken in turn.

A-Level groups in State and Private Schools

With regard to the four A-level groups and the items concerned with friend consensus, the source (student/parent) x gender (male/female) x school (State School 1/State School 2/ Private School 1/Private School 2) ANOVA revealed one significant main effect. In relation to which social events to attend a main effect for source was found to be significant.

Table 48: Friend Consensus (a) Which Social Events to Attend (A-level Groups in State and Private Schools)

Factor	Parents (n= 130)		Students (n = 130)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (df = 1, 244)	p
Which Social Events to Attend	2.12	0.88	1.89	0.82	4.55	<.05

On which social events to attend, the significant main effect for source was revealed ($F(1, 244) = 4.55, p < .05$). This showed that the student group believed friends’ advice to be significantly more important in deciding which social events to attend than the parent group thought students did ($M_s = 1.89$ vs. 2.12).

In the matter of friend consensus and the Advanced GNVQ groups the source (student/parent) x gender (male/female) x school (State School 1/State School 2) ANOVA revealed a number of significant main effects and 2-way interactions on the individual items. The item concerned with which social events to attend exhibited a main effect for source and a 2-way effect for school x source. With regard to the groups to join, a significant 2-way interaction for school x source was also found. On how to dress, school as a main effect was also revealed. With reference to which extra-curricular activities to take up 2 significant main effects were disclosed for school and for source.

Table 49: Friend Consensus (b) Which Social Events to Attend (Advanced GNVQ Groups in State Schools)

		Which Social Events to Attend				
		Analysis				
				Main Effect		Significant Post Hoc Comparisons*
		Mn	SD	F(1,148)	p	
Source:	Parents (n = 78)	1.96	0.67	5.13	<.05	
	Students (n = 78)	2.13	0.90			
				Interaction Effect		
		Mn	SD	F(1,148)	p	
School x Source:	State School 1 Parents (n = 30)	1.77	0.63	9.45	<.005	State School 1 Parents > State School 1 Students
	State School 2 Parents (n = 48)	2.08	0.68			
	State School 1 Students (n = 30)	2.37	1.00			
	State School 2 Students (n = 48)	1.98	0.81			

* Tukeys HSD with significance at the 95% level.

On which social events to attend the significant main effect for source ($F(1, 148) = 5.13, p < .05$) showed that the parent group believed students considered friends' advice to be more important in relation to which social events to attend than the student group themselves believed ($M_s = 1.96$ vs. 2.13). This was further qualified by the significant 2-way interaction for school x source ($F(1, 148) = 9.45, p < .005$), where the post hoc analysis revealed that the State School 1 parents thought students considered friends' advice to be significantly more important in deciding which social events to attend than the State School 1 students believed ($M_s = 1.77$ vs. 2.37). A positive correlation was revealed for the State School 1 Advanced GNVQ group only ($r = .47, p < .01$) which

showed the agreement between student-parent pairs in the State School 1 Advanced GNVQ group in which social events to attend.

Table 50: Friend Consensus (c) Which Groups to Join (Advanced GNVQ Groups in State Schools)

		Which Social Events to Attend				
		Analysis				
		Main Effect			Significant Post Hoc Comparisons*	
		Mn	SD	F(1,148)	p	
School x Source:	State School 1 Parents (n = 30)	2.10	0.31	8.06	<.01	State School 1 Parents > State School 1 Students and State School 2 Parents
	State School 2 Parents (n = 48)	2.48	0.50			
	State School 1 Students (n = 30)	2.63	0.81			
	State School 2 Students (n = 48)	2.33	0.69			

* Tukeys HSD with significance at the 95% level.

On the groups to join, the 2-way interaction for school x source was shown to be significant ($F(1, 146) = 8.06, p < .01$). The post hoc analysis revealed the parents in State School 1 to be significantly different to the students in State School 1 and the parents in State School 2, in believing that students consider friends' advice to be significantly more important in deciding which groups to join ($M_s = 2.10$ vs. $2.63, 2.48$).

Table 51: Friend Consensus (d) How to Dress (Advanced GNVQ Groups in State Schools)

Factor	State School 1 (n= 60)		State School 2 (n = 96)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (df = 1, 148)	p
How to Dress	2.25	0.70	2.52	0.85	4.79	<.05

With regard to the item on how to dress, the significant main effect for school ($F(1, 148) = 4.79, p < .05$) indicated that the State School 1 group considered friends' advice to be significantly more important in deciding on how to dress than the State School 2 group believed ($M_s = 2.25$ vs. 2.52).

Table 52: Friend Consensus (e) Which Extra Curricular Activities to Take Up (Advanced GNVQ Groups in State Schools)

		Which Extra Curricular Activities to Take Up			
		Analysis (Main Effects)			
		Mn	SD	F (1, 148)	P
School:	State School 1 (n = 60)	2.10	0.75	26.53	< .001
	State School 2 (n = 96)	2.72	0.72		
Source:	Parents (n = 78)	2.31	0.71	5.14	< .05
	Students (n = 78)	2.65	0.83		

For which extra-curricular activities to take up, school as a significant main effect was also found ($F(1, 148) = 26.53, p < .001$), which disclosed that the State School 1 group thought students considered friends' advice to be more important in choosing which extra-curricular activities to take up than the State School 2 group did ($M_s = 2.10$ vs. 2.72). Interestingly source ($F(1, 148) = 5.14, p < .05$) also showed that the parent group believed that students considered friends' advice to be significantly more important in choosing which extra-curricular activities to take up than the student group themselves believed ($M_s = 2.31$ vs. 2.65).

Table 53: Friend Consensus (f) Whether to take up a Part-Time Job (Advanced GNVQ Groups in State Schools)

Factor	Parents				Students				Analysis		
	Male (n = 17)		Female (n = 61)		Male (n = 38)		Female (n = 40)		Interaction Effect		Significant Post Hoc Comparisons*
	Mn	SD	Mn	SD	Mn	SD	Mn	SD	F(1, 148)	p	
Whether to Take Up a Part-Time Job	3.76	1.09	3.16	0.88	3.34	0.81	3.58	0.71	5.34	< .05	Male Parents > Female Parents

* Tukeys HSD with significance at the 95% level.

In relation to whether to take up a part time job, the 2-way interaction for source x gender ($F(1, 148) = 5.34, p < .05$) was shown. The post hoc test indicated that the male parents believe students consider parental advice to be significantly more important in deciding whether to take up a part time job more than the female parents believe ($M_s = 3.76$ vs. 3.16). A strong positive correlation was found only in the State School 1 Advanced GNVQ group ($r = .64, p < .001$) which showed the relationship between these parents and corresponding student responses for advice on whether to take up a part-time job.

A-Level vs. Advanced GNVQ groups in State Schools

With reference to friend consensus and the A-level and Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) x course (A-level/Advanced GNVQ) ANOVA exhibited a number of significant main effects and 2-way effects on the individual items. On the item on how to dress, the significant 2-way effect for school x course was exhibited. With reference to which

extra-curricular activities to take up a significant main effect for school was also shown, modified by the significant 2-way effect for school x course. The item on whether to take up a part time job, revealed a significant 2-way effect for school x course, only.

Table 54: Friend Consensus (a) How to Dress (A-level and Advanced GNVQ Groups in State Schools)

		How to Dress				
		Analysis				
				Interaction Effect		Significant Post Hoc Comparisons*
		Mn	SD	F(1,270)	p	
School x Course:	State School 1 A-level (n = 58)	2.60	0.72	12.47	<.001	State School 2 A-level > State School 1 A-level and State School 2 Advanced GNVQ
	State School 1 Advanced GNVQ (n = 60)	2.25	0.70			
	State School 2 A-level (n = 72)	2.07	0.91			
	State School 2 Advanced GNVQ (n = 96)	2.52	0.85			

* Tukeys HSD with significance at the 95% level.

The item on how to dress, disclosed the significant 2-way interaction for school x course ($F(1, 270) = 12.47, p < .001$). Post hoc analysis revealed that the State School 2 A-level group is significantly different to the State School 1 A-level group and the State School 2 Advanced GNVQ group in believing that students consider friends' advice on how to dress to be more important ($Ms = 2.07$ vs. $2.60, 2.52$).

Table 55: Friend Consensus (b) Which Extra Curricular Activities to Take Up (A-level and Advanced GNVQ Groups in State Schools)

		Which Extra-Curricular Activities to Take Up				
		Analysis				
				Main Effect		Significant Post Hoc Comparisons*
		Mn	SD	F(1,270)	p	
School	State School 1 (n = 118)	2.30	0.77	10.59	<.005	
	Sate School 2 (n = 168)	2.63	0.75			
				Interaction Effect		
		Mn	SD	F(1,270)	p	
School x Course:	State School 1 A-level (n = 58)	2.50	0.73	11.27	<.005	State School 1 Advanced GNVQ > State School 1 A-level, State School 2 A-level and State School 2 Advanced GNVQ
	State School 1 Advanced GNVQ (n = 60)	2.10	0.75			
	State School 2 A-level (n = 72)	2.50	0.77			
	State School 2 Advanced GNVQ (n = 96)	2.72	0.72			

* Tukeys HSD with significance at the 95% level.

On which extra-curricular activities to take up, the significant main effect for school ($F(1, 270) = 10.59, p < .005$) showed that the State School 1 group thought students considered friends' advice to be more important than the State School 2 group believed

($M_s = 2.30$ vs. 2.63). This was further modified by the significant 2-way interaction for school x course ($F(1, 270) = 11.27, p < .005$), where the post hoc test indicated that the State School 1 Advanced GNVQ group considered friends' advice to be significantly more important in relation to which extra-curricular activities to take up than these other groups: the State School 1 A-level group, the State School 2 A-level group and the State School 2 Advanced GNVQ group ($M_s = 2.10$ vs. $2.50, 2.50, 2.72$). A positive correlation was found only in the State School 1 A-Level group ($r = .38, p < .05$), which revealed the concordance between student and parent answers on the matter of extra-curricular activities.

Table 56: Friend Consensus (c) Whether to Take Up a Part-Time Job (A-level and Advanced GNVQ Groups in State Schools)

		Whether to Take Up a Part-Time Job				
		Analysis				Significant Post Hoc Comparisons*
			Interaction Effect			
		Mn	SD	F(1,270)	<i>p</i>	
School x Course:	State School 1 A-level (n = 58)	3.74	0.64	6.58	<.05	State School 1 A-level > State School 1 Advanced GNVQ
	State School 1 Advanced GNVQ (n = 60)	3.27	0.73			
	State School 2 A-level (n = 72)	3.43	0.92			
	State School 2 Advanced GNVQ (n = 96)	3.45	0.94			

* Tukeys HSD with significance at the 95% level.

On the item concerned with whether to take up a part time job, the significant 2-way interaction for school x course was revealed ($F(1, 270) = 6.58, p < .05$). Post hoc analysis demonstrated that the State School 1 A-level group believed that students considered parental advice to be significantly more important in relation to whether to take up a part time job than the State School 1 Advanced GNVQ group thought ($M_s = 3.74$ vs. 3.27).

4.2.3.3 Marginal Cross Pressures

Marginal cross pressures was examined using the two statements on: *advice on personal problems* and *whom to go to for information on intimate matters*. These two statements were analysed using the 3 appropriate ANOVAs as discussed previously, with each design taken in turn.

With regard to the A-level groups and the items concerned with marginal cross pressures, the source (student/parent) x gender (male/female) x school (State School 1/State School 2/ Private School 1/Private School 2) ANOVA exhibited two significant main effects. On both the items of advice on personal problems and whom to go to for information on intimate matters, a significant main effect for source was revealed.

Table 57: Marginal Cross Pressures – Advice on Personal Problems and Whom to go to for Information on Intimate Matters (A-level Groups in State and Private Schools)

Factor	Parents (n= 130)		Students (n = 130)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 244)	p
Advice on Personal Problems	2.70	1.17	3.28	0.96	6.68	<.05
Whom to go to for Information on Intimate Matters	2.73	1.16	3.07	1.00	6.68	<.05

The item relating to advice on personal problems revealed a significant main effect for source ($F(1, 244) = 6.68, p < .05$). It was found that the student group believed that they considered friends’ advice on personal problems to be important more than their parents’ advice, whereas the parent group believed that students considered parental advice to be important more than advice from the students’ friends’ on personal problems ($M_s = 2.70$ vs. 3.28). Positive correlations were found between student and parent responses in the State School 1 A-Level group ($r = .51, p < .005$), the Private School 1 group ($r = .41, p < .05$) and the Private School 2 group ($r = .40, p < .05$). These correlations indicate that the parent and student answers were in concordance with each other regarding who students seek advice from for personal problems.

Similarly, for whom to go to for information on intimate matters, the significant main effect for source ($F(1, 244) = 6.68, p < .05$) revealed that students considered friends’ advice to be important for information on intimate matters more than their parents’ advice, whereas the parent group thought that students considered parental advice to be more important than the students’ friends’ advice ($M_s = 2.73$ vs. 3.07). Positive correlations were revealed in the State School 1 A-Level group ($r = .50, p < .01$), the Private School 1 group ($r = .61, p < .005$) and the Private School 2 group ($r = .44, p <$

.01), and indicate the relationship between student-parent pairs in relation to advice on intimate matters.

Advanced GNVQ groups in State and Private Schools

In the matter of marginal cross pressures and the Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) ANOVA revealed a number of main effects. On the item concerned with advice on personal problems two significant main effects for school and source were exhibited and on whom to go to for information on intimate matters, the significant main effect for school was also disclosed.

Table 58: Marginal Cross Pressures (a) Advice on Personal Problems (Advanced GNVQ Groups in State Schools)

		Advice on Personal Problems			
				Analysis	
				Main Effect	
		Mn	SD	F(1,148)	p
School:	State School 1 (n = 60)	2.77	1.03	10.59	<.005
	State School 2 (n = 96)	3.24	0.93		
Source:	Parents (n = 78)	3.26	0.83	4.43	<.05
	Students (n = 78)	2.86	1.10		

With reference to advice on personal problems, the significant main effect for school ($F(1,148) = 10.59, p < .005$) showed that the State School 1 group thought that students considered friends' advice to be important on personal problems more than parental advice, whereas the State School 2 group believed that students considered parental advice to be important on personal problems more than friends' advice ($M_s = 2.77$ vs. 3.24). Source ($F(1, 148) = 4.43, p < .05$) also revealed that the student group thought that friends' advice on personal problems was significantly more important than parental advice, in contrast to the parent group who believed that students considered parental advice to be significantly more important than friends' advice ($M_s = 2.86$ vs. 3.26). A positive correlation was revealed for the State School 1 group only ($r = .49, p < .01$) which revealed the concordance between student and parent answers on the matter of personal problems.

Table 59: Marginal Cross Pressures (b) Whom to go to for Information on Intimate Matters (Advanced GNVQ Groups in State Schools)

Factor	State School 1 (n= 60)		State School 2 (n = 96)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (df = 1, 148)	p
Whom to go to for Information on Intimate Matters	2.35	0.95	3.03	0.81	20.85	<.001

For the item on whom to go to for information on intimate matters, the significant main effect for school ($F(1, 148) = 20.85, p < .001$) revealed that the State School 1 group thought that students considered friends' advice to be more important than parental advice, whereas the State School 2 group believed that students considered parental advice to be more important than friends' advice for information on intimate matters ($M_s = 2.35$ vs. 3.03).

A-level vs. Advanced GNVQ groups in State Schools

With reference to marginal cross pressures and the A-level and Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) x course (A-level/Advanced GNVQ) ANOVA revealed a number of significant main and 2-way effects. On the item concerned with advice on personal problems, the significant main effects for school and source were revealed. The item on whom to go to for information on intimate matters also revealed two significant main effects for school and source, where the main effect for school was modified by the significant 2-way interaction for school x course.

Table 60: Marginal Cross Pressures (a) Advice on Personal Problems (A-level and Advanced GNVQ Groups in State Schools)

		Advice on Personal Problems			
				Analysis (Main Effects)	
		Mn	SD	F (1, 270)	p
School:	State School 1 (n = 118)	2.79	1.04	8.87	< .005
	State School 2 (n = 168)	3.18	1.06		
Source:	Parents (n = 143)	3.30	0.87	14.12	< .001
	Students (n = 143)	2.73	1.16		

On advice on personal problems, the main effect for school ($F(1, 270) = 8.87, p < .005$) disclosed that the State School 1 group believed that students considered friends' advice

to be more important than parental advice, whereas the State School 2 group thought that students considered parental advice to be more important than friends' advice ($M_s = 2.79$ vs. 3.18). Source ($F(1, 270) = 14.12, p < .001$) as a significant main effect showed that the student group believed that they considered friends' advice to be more important, for advice on personal problems, than parental advice, whereas the parent group believed that students considered parental advice to be more important than friends' advice ($M_s = 2.73$ vs. 3.30). Positive correlations were revealed for the State School 1 A-Level group ($r = .51, p < .005$) and the State School 1 Advanced GNVQ group ($r = .49, p < .01$) and indicate the correspondence between student and parent responses for advice on personal problems.

With regard to the item on whom to go to for information on intimate matters, the significant main effect for source ($F(1, 270) = 7.35, p < .01$) showed that the student group believed that they considered friends' advice to be important more than the parent group thought that students did ($M_s = 2.61$, vs. 2.98).

Table 61: Marginal Cross Pressures (c) Whom to go to for Information on Intimate Matters (A-level and Advanced GNVQ Groups in State Schools)

		Whom to go to for Information on Intimate Matters				
		Analysis				
				Main Effect		Significant Post Hoc Comparisons*
		Mn	SD	F(1,270)	p	
Source	Parents (n = 143)	2.98	0.98	7.35	< .01	
	Students (n = 143)	2.61	0.99			
School	State School 1 (n = 118)	2.54	1.02	9.42	< .005	
	Sate School 2 (n = 168)	2.97	0.95			
				Interaction Effect		
		Mn	SD	F(1,270)	p	
School x Course:	State School 1 A-level (n = 58)	2.74	1.05	5.84	<.05	State School 1 Advanced GNVQ > State School 2 A-level and State School 2 Advanced GNVQ
	State School 1 Advanced GNVQ (n = 60)	2.35	0.95			
	State School 2 A-level (n = 72)	2.89	1.11			
	State School 2 Advanced GNVQ (n = 96)	3.03	0.81			

* Tukeys HSD with significance at the 95% level.

School ($F(1, 270) = 9.42, p < .005$) also disclosed that the State School 1 group thought students considered friends' advice to be important for information on intimate matters significantly more than the State School 2 group thought ($M_s = 2.54$ vs. 2.97).

However, this was further qualified by the significant 2-way interaction for school x

course ($F(1, 270) = 5.84, p < .05$), where post hoc analysis indicated that the State School 1 Advanced GNVQ group believed that students considered friends' advice on intimate matters to be important significantly more than the State School 2 A-level and Advanced GNVQ groups did ($M_s = 2.35$ vs. $2.89, 3.03$). A positive correlation was revealed in the State School 1 A-Level group ($r = .50, p < .01$) only, which revealed the correspondence between the student and parent responses in relation to advice on intimate matters.

4.2.3.4 Areas of Possible Conflict

Areas of possible conflict was examined using the four statements on: *whether to attend discos/clubs, whom to date, how often to date, and commitment to girlfriend or boyfriend*. These four statements were analysed using the 3 appropriate ANOVA designs as discussed previously, with each design taken in turn.

A-level groups in State and Private Schools

With regard to the A-level groups and the items concerned with areas of possible conflict, the source (student/parent) \times gender (male/female) \times school (State School 1/State School 2/ Private School 1/Private School 2) ANOVA exhibited a number of significant main effects. On the both items on whether to attend discos/clubs and commitment to boyfriend or girlfriend, a significant main effect for source was revealed.

Table 62: Areas of Possible Conflict – Whether to Attend Discos/Clubs and Commitment to Boyfriend/Girlfriend (A-level Groups in State and Private Schools)

Factor	Parents (n= 130)		Students (n = 130)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 244)	p
Whether to Attend Discos/Clubs	2.27	0.99	1.98	1.07	4.67	<.05
Commitment to Boyfriend/Girlfriend	2.78	0.82	2.51	0.95	7.12	<.01

On the item concerned with whether to attend discos/clubs, the significant main effect for source ($F(1, 244) = 4.67, p < .05$) revealed that the student group believed that they considered friends' advice on to be more important than the parent group did ($M_s = 1.98$ vs. 2.27). A strong positive correlation was revealed between student and parent

responses in the Private School 1 group only ($r = .61, p < .005$), which showed that the parent-student answers were in concordance with each other regarding whose advice should be sought on the issue of attending discos/clubs.

Moreover, in relation to commitment to a boyfriend or a girlfriend, the significant main effect for source ($F(1, 244) = 7.12, p < .01$) showed that the student group thought they considered friends' advice to be more important than the parent group believe students did ($M_s = 2.51$ vs. 2.78). Two weak positive correlations were found between student and parent pairs in the Private School 1 group ($r = .39, p < .05$) and in the Private School 2 group ($r = .33, p < .05$). These correlations revealed the relationship between student and parent responses in the matter of advice on commitment to a boyfriend or a girlfriend.

Advanced GNVQ groups in State Schools

In the matter of areas of possible conflict and the Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) ANOVA revealed a significant two-way effect for school x source on the item concerned with how often to date only.

Table 63: Areas of Possible Conflict – How Often to Date (Advanced GNVQ Groups in State Schools)

		How Often to Date				
		Analysis				
		Interaction Effect				Significant Post Hoc Comparisons*
		Mn	SD	F(1,148)	p	
School x Source:	State School 1 Parents (n = 30)	2.30	0.47	4.56	<.05	State School 1 Parents > State School 1 Students and State School 2 Parents
	State School 2 Parents (n = 48)	2.88	0.67			
	State School 1 Students (n = 30)	2.70	0.60			
	State School 2 Students (n = 48)	2.58	0.82			

* Tukeys HSD with significance at the 95% level.

On how often to date the significant 2-way interaction for school x source was exhibited ($F(1, 148) = 4.56, p < .05$). The post hoc test showed that the parents in State School 1 believed that students considered friends' advice to be important on how often to date significantly more than the students in State School 1 and the parents in State School 2 believe students did ($M_s = 2.30$ vs. $2.70, 2.88$). A positive correlation was also revealed

between student and parent responses for the State School 1 Advanced GNVQ group ($r = .44, p < .05$), which showed the correspondence between student-pairs on the matter of whose advice should be sought on how often to date.

A-level vs. Advanced GNVQ groups in State and Private Schools

With reference to areas of possible conflict and the A-level and Advanced GNVQ groups, the source (student/parent) x gender (male/female) x school (State School 1/State School 2) x course (A-level/Advanced GNVQ) ANOVA design revealed one significant main effect. On the item concerned with whether to attend discos/clubs the significant main effect for school was disclosed.

Table 64: Areas of Possible Conflict – Whether to Attend Discos/Clubs (A-level and Advanced GNVQ Groups in State Schools)

Factor	State School 1 (n = 118)		State School 2 (n = 168)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 1270)	p
Whether to Attend Discos/Clubs	2.20	1.13	1.84	0.87	6.52	<.05

On whether to attend discos/clubs the significant main effect for school ($F (1, 270) = 6.52, p < .05$) showed that the State School 2 group thought that students considered friends’ advice to be more important than the State School 1 group believed students did ($M_s = 1.84$ vs. 2.20).

4.2.3.5 Importance of Parents and Friends in Seeking Information, Decision Making and Social Issues

In order to further explore the importance of parents and friends in the decision making questionnaire, multiple discriminant analysis was also carried out. This analysis finds the linear combinations of the dependent variables that best discriminate and determines the most overall separation between groups. This type of analysis is useful for highlighting the relationship between the dependent variable and group memberships. Therefore, the complete data set was separated into 12 groups as follows: student A-level State School 1, parent A-level State School 1, student Advanced GNVQ State School 1, parent Advanced GNVQ State School 1, student A-level State School 2,

parent A-level State School 2, student Advanced GNVQ State School 2 parent Advanced GNVQ State School 2, student A-level Private School 1, parent A-level Private School 1, student A-level Private School 2 and parent A-level Private School 2.

The table (Table 65) shows the mean scores for each group on each individual statement. The mean scores below 3.00, show the importance of friends' advice and scores above 3.00, show the importance of parental advice. The table also includes the three functions with the structure matrix discriminant coefficients included, which were found to be significant, with the first function providing the most overall discrimination between groups, the second providing the second most and the third function providing the least discrimination between the groups. The functions have been assigned meaningful labels to reflect the content of each function according to the contribution of the discriminant function coefficients.

The first function is termed seeking information, which includes the items concerning advice on personal problems (.524), whom to go to for advice on personal matters (.483) and which course to take at A-level or Advanced GNVQ (.448).

The second function is termed decision making, and incorporates the items relating to which extra-curricular activities to take up (.631), whether to take up a part time job (.357) and in choosing a university (.353).

The third function termed social issues covers the items concerning the groups to join (.526) and how often to date (.341).

Seeking Information (F1):

Advice on Personal Problems

A-level parents and Advanced GNVQ parents in State School 2 and A-level parents in Private School 2 and Private School 1 believe that students would consider parents'

Table 22: Mean scores for each student and parent groups on Individual Question Items and Three Functions with the Structure Matrix Discriminant Coefficients

	Stu, A-I, State School 1 (Mn)	Par, A-I, SS1 (Mn)	Stu, Ad, SS 1 (Mn)	Par, Ad, SS1 (Mn)	Stu, A-I, SS2 (Mn)	Par, A-I, SS2 (Mn)	Stu, Ad, SS2 (Mn)	Par, Ad, SS2 (Mn)	Stu, A-I, PS1 (Mn)	Par, A-I, PS1 (Mn)	Stu, A-I, PS2 (Mn)	Par, A-I, PS2 (Mn)	F1 (ind)	F2 (ind)	F3 (ind)
Parent Consensus															
Whether to go to university	4.10	3.79	3.67	3.43	4.06	4.25	3.81	4.00	3.82	4.11	3.86	3.78	.226	.136	.230
In choosing a future occupation	3.79	3.62	3.57	3.57	3.7	3.72	3.60	4.00	3.57	3.79	3.76	3.59	.192	.023	.147
On what to spend money	3.10	3.14	3.10	2.87	3.06	3.11	3.00	3.08	3.00	2.89	2.89	3.03	.027	-.024	.005
Which course to take at A-level/Ad GNVQ	3.55	3.48	3.20	3.27	3.61	3.89	3.54	3.92	3.50	3.79	3.76	3.78	.448	.177	.073
In choosing a university	3.72	3.55	3.20	3.17	3.39	3.83	3.79	3.85	3.50	3.75	3.59	3.62	.293	.353	-.036
Friend Consensus															
Which social events to attend	2.14	2.31	2.37	1.77	1.75	1.94	1.98	2.08	1.86	2.36	1.86	1.97	-.028	-.050	.152
The groups to join	2.28	2.69	2.63	2.10	2.39	2.50	2.33	2.48	2.61	2.57	2.70	2.35	.114	-.067	.526
How to dress	2.62	2.59	2.47	2.03	2.06	2.08	2.46	2.58	2.32	2.61	2.24	2.24	-.019	.198	.132
Which extra-curricular activities to take up	2.48	2.52	2.33	1.87	2.47	2.53	2.85	2.58	2.39	2.71	2.51	2.70	.244	.631	.085
Whether to take up a part time job	3.90	3.59	3.33	3.20	3.50	3.36	3.54	3.35	3.50	3.64	3.51	3.65	-.102	.357	.109
Marginal Cross Pressures															
Advice on personal problems	2.66	2.97	2.70	2.83	2.53	3.67	2.96	3.52	2.79	3.04	2.84	3.32	.524	-.120	-.343
Who to go to for information about intimate matters	2.55	2.93	2.37	2.33	2.53	3.25	2.85	3.21	2.71	2.93	3.08	3.11	.483	.180	.021
Areas of possible conflict															
Whether to attend discos/clubs	2.21	2.55	2.23	1.83	1.61	2.11	1.73	1.92	2.14	2.39	2.03	2.11	-.038	-.183	.214
Whom to date	2.66	2.62	2.30	2.33	2.42	2.33	2.48	2.27	2.36	2.57	2.24	2.46	-.120	.173	-.033
How often to date	2.55	2.86	2.70	2.30	2.69	2.78	2.58	2.88	2.68	2.93	2.68	2.57	.210	-.015	.341
Commitment to boy/girlfriend	2.59	2.69	2.63	2.43	2.61	2.89	2.48	2.81	2.54	2.79	2.32	2.73	.185	-.140	-.054

opinion to be more important than friends' opinion when seeking advice on personal problems, with A-level parents in State School 2 showing this the most. The A-level and Advanced GNVQ parents in State School 1 and all the A-level and Advanced GNVQ students in all the schools, however, believe that students consider their friends' opinion to be more important than their parents' opinion when seeking advice on personal problems, with A-level students in State School 2 exposing this the most.

Whom to go to for Advice on Personal Matters

A-level and Advanced GNVQ parents in State School 2 and A-level students and parents in Private School 2 think that students consider their parents' opinion to be more important than their friends' opinion when seeking advice on intimate matters, with A-level parents in State School 2 exhibiting this the most.

The A-level parents in Private School 1 and State School 1 and the Advanced GNVQ parents in State School 1 and all the A-level and Advanced GNVQ students in all the schools, however, believe that students consider their friends' opinion to be more important than their parents' opinion when seeking advice on intimate matters, with the Advanced GNVQ parents in State School 1 showing this the most.

Which course to take at A-level or Advanced GNVQ

Students and parents are all in agreement, revealing a consensus that students would consider their parents' opinion to be most important when seeking advice on which course to take at A-level or Advanced GNVQ.

However, the level of agreement varies between the groups, with the A-level and Advanced GNVQ parents in State School 2 believing that students would consider parental opinions the most and Advanced GNVQ students and parents in State School 1 believing that students would consider parental opinions on which course to take the least.

Decision Making (F2):

Which extra-curricular activity to take up

Students and parents show agreement that students would consider their friends' opinion to be most important when making a decision on which extra-curricular activity to take up.

However, there is variation in the level of agreement between the groups, with the Advanced GNVQ parents and students in State School 1 believing that students consider the opinions of their friends' to be the most important when deciding which extra-curricular activity to take up in comparison to the Advanced GNVQ students in State School 2, who show the importance of their friends' opinion to be the least, out of the 12 groups.

Whether to take up a Part Time Job

Students and parents exhibit a consensus that students would consider their parents' opinion to be most important when deciding on whether to take up a part-time job.

However, the level of agreement varies between the groups, with the A-level students and parent groups in State School 1 and the A-level parents in Private School 1 and Private School 2 believing that students seek advice from parents on deciding whether to take up a part time job more than the Advanced GNVQ parents in State School 2 and the Advanced GNVQ students and parents in State School 1 believe.

In choosing a University

Students and parents show agreement that students would consider their parents' opinions to be most important when making a decision on choosing a university.

However, there is variation in the level of agreement between the groups, with A-level and Advanced GNVQ parents in State School 2 believing that students would consider parental opinions to be most important in deciding a university, whereas the A-level

students in State School 2 and the Advanced GNVQ students and parents in State School 1 consider parents opinions to be the least important in choosing a university.

Social Issues (F3):

The Groups to Join

Students and parents reveal agreement that students would consider their friends' opinion to be most important when deciding which of the groups to join.

However, the level of agreement varies between the groups, with the A-level student group in Private School 2, the A-level parents and the Advanced GNVQ students in State School 1 believing that students consider the opinions of their friends' to be the most important when choosing which groups to join in comparison to the A-level student group and the Advanced GNVQ parent group in State School 1, who show the importance of their friends' opinion to be the least, out of the 12 groups.

How Often to Date

Students and parents disclose a consensus and agreement that students would consider their friends' opinion to be the most important when deciding on how often to date.

However, there is variation in the level of agreement between the groups, with A-level parents in Private School 1 and State School 1 and A-level and Advanced GNVQ parents in State School 2 believing that students find the opinions of their friends' to be the most important when consider how often to date. The A-level students in State School 1 and the Advanced GNVQ parents in State School 1 are shown to consider the importance of friends' opinions the least, out of the 12 groups.

These findings have revealed the students and parents views on the perceived importance and influence of significant others and how these can affect students'

academic aspirations and achievements. The fourth questionnaire designed only for the year 13 students, which focused on the areas of educational expectations and disappointment, future plans, and reflection on education and year 13 parents, which explored their expectations and disappointments for their children's academic grades.

4.2.4 Future Plans, Expectations and Levels of Disappointment Questionnaire

Pearson correlations, independent t-tests, Mann-Whitney U test were used to examine the relationships among the research variables, concerning A-level and Advanced GNVQ grade predictions and levels of disappointment of the Year 13 students and parents A-level and Advanced GNVQ grades. The findings are presented below for each school group concerning students' immediate future plans; students' choice of course and student and parent expectation and disappointment.

4.2.4.1 Students' Immediate Future Plans

State School 1 Year 13 A-level Students

Out of the fifteen State School 1 Year 13 A-level students, thirteen students were intending to go to university straight after their A-levels studies and one student after a gap year. The students were asked about the decision to go to study at university: eleven students decided for themselves, two students were advised by their parents, one student by their parents, friends and teachers and one student by their parents and friends. Three students hoped to take a part-time job in addition to their university studies. Reasons given for this included gaining extra money to help through university. Interestingly, the student wishing to take a gap year gave the reason that they did not know what course to study at university. The student who was not planning to go to university wanted to take a permanent job in the banking sector as the student enjoyed working with numbers.

State School 1 Year 13 Advanced GNVQ Students

Out of the fourteen State School 1 Year 13 Advanced GNVQ students, ten were intending to go straight to university at the end of their Advanced GNVQ course. The students were asked about this decision to go to study at university: nine students decided for themselves and one student was advised by their friends and teachers. Five of these students hoped to take a part-time job in addition to their university studies, giving reason such as, gaining extra money to help them through university. Interestingly, four students did not wish to go to university and wanted a permanent job. Two out of these four students did not know what kind of job they wished to undertake, with the other two students citing preferences for a job abroad in ski resorts and something within travel.

State School 2 Year 13 A-level Students

Out of the eighteen State School 2 year 13 A-level students, eleven intended to go to university straight after their A-levels and one student was unsure. Interestingly, five students wished to take a gap year and then go on to study at university giving reasons such as work experience, travel, unready for university, and uncertain about which course to study at university. The students were asked about the decision making process to go to study at university: eleven students decided for themselves; three were advised by their parents, friends and teachers; one student by their parents only; one student by their parents and friends; and one student by their teachers only. One student stated that they might take a part-time job in addition to their studies, only. Three students did not intend to go to university and wanted a permanent job; one student wished to become a legal secretary, one student a job abroad in a ski resort, and the other student did not know the type of job they wish to pursue.

State School 2 Year 13 Advanced GNVQ Students

Out of the twenty State School 2 Year 13 Advanced GNVQ students, fourteen intended to go to university straight after their Advanced GNVQ course. The students were asked

about this decision: twelve students decided for themselves; two students were advised by their parents; and one student by their parents and teachers. Three students wished to take up a part-time job in addition to their university studies. Interestingly, three students wanted to take a gap year before attending university, citing reasons such as, travel, money and work experience, desire to leave home and a change from studying. Six students did not want to go to university and were planning to take up a permanent job; two students wished to work in the travel industry, one student intended to become a nanny and three students did not know the type of job they wish to pursue.

Private School 1 Year 13 A-Level Students

Out of the seventeen Private School 1 Year 13 A-Level students, all were intending to go to university with two students wishing to take a gap year. The students were asked about this decision making process: fifteen students decided for themselves; one student was advised by their parents and friends, and one student by their parents and teachers. Only one student stated their desire to take a part-time job in addition to their university studies. Interestingly, the reasons for the two students wishing to take a gap year included, bad A-level predictions and unsure about which course to study at university.

Private School 2 Year 13 A-Level Students

Out of the twenty-two Private School 2 Year 13 A-level students, seventeen students intended to go to university straight after their A-level course; four students wished to take a gap year before university and one student wanted to pursue a permanent job. The students were asked about this decision: sixteen students decided for themselves; three students were advised by their parents, friends and teachers; two students by their parents and teachers, and one student by their friends only. Three students desired to take a part-time job in addition to their studies at university. Four students wished to take a gap year before their university studies, giving reasons such as, tired of academic work and pressure, break from study, and work experience. One student did not intend to go to university and stated the intention to take up a permanent job in accountancy or clerical work.

4.2.4.2 Students' Choice of Course

Students were asked two questions relating to the choice of course. The first question enquired as to whether the students had made the right choice of A-level subjects or Advanced GNVQ course. The second question asked if students had made the right choice in studying for A-levels or for an Advanced GNVQ course. The findings for each school group are presented below.

State School 1 A-level Students

In relation to the fifteen A-level students in State School 1, fourteen students stated that they made the right choice of A-level subjects. However, one student disagreed commenting that two of the A-level subjects were not as expected and would have rather chosen two other subjects to study. With regard to the question concerning whether the students made the right choice in taking A-levels, all fifteen students responded that they did.

State School 1 Advanced GNVQ Students

With reference to the fourteen Advanced GNVQ students in State School 1, all students responded that they made the right choice of Advanced GNVQ course and the right choice in taking an Advanced GNVQ course.

State School 2 A-level Students

With regard to the eighteen A-level students in State School 2, ten students declared that they made the right choice of A-level subjects. However, eight students responded that this was not so. Five students stated that they do not enjoy their chosen A-level subjects and would have preferred to have taken different ones; two students declared that they would have done better in different subjects and one student admitted that they did not like the subjects undertaken, but they were necessary for their future career. In relation

to the question concerning whether the students made the right choice in taking an A-levels, all eighteen students responded that they did.

State School 2 Advanced GNVQ Students

Referring to the twenty Advanced GNVQ students in State School 1, all students responded that they made the right choice of Advanced GNVQ and the right choice in taking the Advanced GNVQ course.

Private School 1 A-level Students

With regard to the seventeen A-level students in Private School 2, thirteen students stated that they made the right choice of A-level subjects. However, four students responded that they did not: two students declared that they would have preferred to have taken different subjects; one student admitted that they would have done better in different subjects and one student asserted that there was not enough choice offered by the school. In relation to the question concerning whether the students made the right choice in taking A-levels, all seventeen students responded that they did.

Private School 2 A-level Students

With reference to the twenty-two A-level students in Private School 1, fifteen students responded that they made the right choice of A-level subjects. However, seven students admitted that they did not make the right choice of A-level subject. One student stated that they did not enjoy the subjects; one student commented that they would have preferred a different subject, but it could not be accommodated in the timetable; three students declared that they thought the chosen subjects were too hard and two students stated that they would have preferred other subjects which would have been more useful for their future plans. In relation to the question concerning whether the students made the right choice in taking A-levels, all twenty-two students responded that they did.

4.2.4.3 Student and Parent Expectation and Disappointment

The Year 13 A-level and Advanced GNVQ students and corresponding parents were asked to mark the grade level the student is expected to achieve for their courses and the grade level they would be to feel disappointed with the course results. The A-level groups were asked to indicate the grade level from A to U and the Advanced GNVQ groups were asked to indicate the grade level from Distinction to Fail. The students were also asked to mark at which point they perceived that their parents would begin to be disappointed with their course results. The student and parent grade expectations and disappointment mean grade levels are presented for each school group in Table 88 and the overall findings are presented below.

Table 66: Student and Parent Expectations and Disappointment Grade Level Means

School Group	Student Expectations (mns)	Parental Expectations (mns)	Student Perception of Parental Disappointment (mns)	Student Disappointment (mns)	Parental Disappointment (mns)
State School 1 A-level	7.65	8.00	5.29	5.73	4.71
State School 2 A-level	7.32	7.97	4.98	5.53	4.92
Private School 1 A-level	6.65	7.59	4.78	4.46	5.24
Private School 2 A-level	7.94	8.26	5.63	6.19	5.47
State School 1 Advanced GNVQ	7.79	8.50	5.14	5.43	5.14
State School 2 Advanced GNVQ	7.75	8.10	4.90	5.20	4.90

Where A-level grade A = 10, B = 8, C = 6, D = 4, E = 2, U = 0;
Where Advanced GNVQ grade Distinction = 10, Merit = 7, Pass = 5, Fail = 3

State School 1 A-level Students and Parents

In relation to the A-level student and parent expectations in State School 1, a significant high positive correlation was exhibited ($r = .81$ $p < .001$). This showed the strong relationship between student and parent expectations, whereby the parental expectations of their child’s achievements were similar to the students’ own expectations. Moreover, the students own expectations and own disappointment levels, were found to reveal an even stronger positive correlation coefficient ($r = .85$, $p < .001$). This finding showed

that the students had particular expectations for their results and would be disappointed if they did not achieve those particular grades.

A similarly high positive correlation was exhibited for parental expectations and parental disappointment ($r = .83, p < .001$). This finding also showed that parents had particular expectations for their child's achievements and would be disappointed if these grades were not achieved. However, in relation to the students' own expectations and actual parental disappointment, the exhibited significant positive correlation coefficient was not as high ($r = .74, p < .001$). Therefore, the parents had lower expectations than the students had for their A-level results and the parents would be less disappointed than the students. This finding was again reiterated by the lower correlation coefficient of students own disappointment level and students' perception of parental disappointment ($r = .56, p < .001$). This weaker relationship showed that students' perceived that parental disappointment would be less than student disappointment. Interestingly, the correlation coefficient for students' own disappointment level and actual parental disappointment was much higher ($r = .75, p < .001$). Therefore, the relationship was stronger and parental disappointment was much more similar to students own disappointment levels.

However, the Mann Whitney U test ($U = 866.00, p < .05$) revealed a significant difference between the student disappointment and parental disappointment. The mean ranks showed that the students had a higher grade expectations for their A-level results (i.e. the level of disappointment is higher) than the parents had for them ($M_s = 54.46$ vs. 42.54).

State School 1 Advanced GNVQ Students and Parents

With reference to the State School 1 Advanced GNVQ students' own expectations and own disappointment levels for their Advanced GNVQ results, a significant high positive correlation was exhibited ($r = .81, p < .001$). This finding showed that there was a strong relationship between the students' expectations and disappointment levels whereby, the students' expectations and disappointment levels for their Advanced

GNVQ results were fairly similar and would therefore be disappointed if they did not achieve those expected grades.

However, in relation to parental expectations and parental disappointment, the significant positive correlations was not as high ($r = .71, p < .001$). This revealed that parental expectations and parental disappointment for their child's results were fairly similar. Further, for students' own expectations and actual parental disappointment, the significant positive correlation coefficient was very similar ($r = .70, p < .001$).

Therefore, the parents had lower expectations for their child's achievement and would not be as disappointed with their Advanced GNVQ results, as the students.

Interestingly, the correlation coefficient in relation to the students' own disappointment level and the students' perception of parental disappointment was much higher ($r = .87, p < .001$). This finding showed that the students' perceived parental disappointment levels disappointment to be similar to their own disappointment levels. However, the correlation coefficient of students' own disappointment level and actual parental disappointment was slightly lower ($r = .82, p < .001$). Therefore, the relationship between student and parent disappointment levels was strong, but parental disappointment was not as great as the students perceived it to be.

State School 2 A-level Students and Parents

In relation to the A-level student and parent expectations in State School 2, a significant high positive correlation was exhibited ($r = .70, p < .001$). This finding revealed that the strong relationship between student and parental expectations, therefore the parental expectations were fairly similar to the expectations that the students had for themselves.

Moreover, in relation to the students' own expectations and own disappointment levels, the significant high positive correlation coefficient ($r = .70, p < .001$) showed a strong relationship in that that the students had particular expectations for their A-level results and would be disappointed if those grades were not received. Further, the correlation coefficient for parental expectations and parental disappointment was found to be

similar ($r = .68, p < .001$). This finding also showed that parents had particular expectations for their child's achievements and would be disappointed if those grades were not achieved. However, in relation to students' own expectations and actual parental disappointment, the correlation coefficient was much weaker ($r = .45, p < .001$). Therefore, the relationship between students' own expectations and actual parental disappointment was much less, whereby the parents had much lower expectations than the student had for their A-level results, and would be much less disappointed.

However, the students' own disappointment level and students' perception of parental disappointment revealed a stronger correlation coefficient ($r = .58, p < .001$). This showed that the disappointment levels for both the students and the parents were fairly similar. Interestingly the correlation coefficient for the students' own disappointment level and actual parental disappointment was found to be the same ($r = .58, p < .001$). Therefore there was a moderate relationship and student and parental disappointment was shown to be fairly similar. These students were able to perceive the levels of parental disappointment fairly accurately.

State School 2 Advanced GNVQ Students and Parents

With reference to the Advanced GNVQ student and parent expectations in State School 2, a significant high correlation was exhibited ($r = .79, p < .001$) which showed that the parental expectations for their child's achievements were similar to the students' own expectations. Moreover, the students' own expectations and own disappointment levels also revealed a significant high positive correlation coefficient ($r = .75, p < .001$) which revealed that the students had particular expectations for their results and would be disappointed with their Advanced GNVQ results if those particular grades were not achieved.

Furthermore, parental expectations and parental disappointment levels, revealed an equally high correlation coefficient ($r = .75, p < .001$). This finding showed that parents had expectations for their child's results and would be disappointed if those grades were

not achieved. However, in relation to students' own expectations and actual parental disappointment, the correlation coefficient was much weaker ($r = .55, p < .001$). Therefore, the parents had much lower expectations and would have been much less disappointed than the students would have been for their Advanced GNVQ results. Interestingly, the students' own disappointment level and students' perception of parental disappointment exhibited a stronger correlation coefficient ($r = .64, p < .005$) revealing that the students perceived that parents disappointment level was similar to their own.

Moreover, the correlation coefficient for students' own disappointment level and actual parental disappointment was found to be the same ($r = .64, p < .005$). Therefore the student and parental disappointment was shown to be similar and the students were able to perceive these levels of parental disappointment fairly accurately.

Private School 1 A-level Students and Parents

With regard to the A-level student and parent expectations in Private School 1, the strong positive correlation ($r = .65, p < .001$) showed that the parental expectations for their child's achievements were similar to the students' own expectations. Furthermore, the students' own expectations and own disappointment levels, revealed an even higher correlation coefficient ($r = .85, p < .001$). Therefore the students had specific expectations for their results and showed disappointment if those exact grades were not achieved.

However, the correlation coefficient in relation to students' own expectations and actual parental disappointment was found to be much weaker ($r = .30, p < .001$). These parents had much lower expectations for their child's A-level results and would have been less disappointed than the students. Interestingly, with regard to the students' own disappointment level and students' perception of parental disappointment the correlation coefficient was also found to be very weak ($r = .39, p < .005$). This showed that the students' perceive parental disappointment levels to be different to their own levels of disappointment for their results. However, the correlation coefficient for students' own

disappointment levels and actual parental disappointment was found to be higher ($r = .47, p < .001$). Therefore, student and parent disappointment levels were much more similar than the students perceived them to be.

Private School 2 A-level Students and Parents

With reference to the A-level student and parent expectations in Private School 2, a significant moderate correlation coefficient was found ($r = .55, p < .001$) revealing that the parental expectations for their child's achievements were moderately similar to the students' expectations for their A-level results. Furthermore, the students' own expectations and own disappointment levels for their A-level results, also exhibited a significant moderate correlation coefficient ($r = .57, p < .001$). This finding showed that the relationship between the students' expectations for their A-level results and their own disappointment levels was moderately high and they would therefore be disappointed with their results if those particular grades were not received.

However, the correlation coefficient in relation to parental expectations and parental disappointment levels was much higher ($r = .74, p < .001$). This finding revealed that parents had particular expectations for their child's results and would therefore have been disappointed if they did not achieve those expected grades. Interestingly, in relation to students' own expectations and actual parental disappointment, a much weaker correlation coefficient was revealed ($r = .33, p < .001$). Therefore, the relationship between the students' own expectations and actual parental disappointment was not very high and therefore the students' expectations were much higher than parental disappointment. However, the correlation coefficient for the students' own disappointment level and students' perception of parental disappointment was found to be higher ($r = .48, p < .001$) showing that the students perceived that their parents had similar disappointment levels to themselves. This was reiterated by the much higher correlation coefficient for the students' own disappointment level and actual parental disappointment ($r = .62, p < .001$). Therefore parental disappointment was much more similar to the students' own disappointment levels.

However, the Mann Whitney U test ($U = 2990.00$, $p < .05$) revealed a significant difference between the level of student disappointment and parental disappointment. The mean ranks showed that the students had higher grade expectations for their A-level results (i.e. the level of disappointment is higher) than their parents had for them ($M_s = 94.73$ vs. 78.27).

The findings have shown that differences exist between the students and parents in the two types of courses and in the four schools. The final measure explored students' self-concepts to enable greater understanding of students' academic aspirations, thoughts about their schools and overall academic success, as student and parent academic expectations and students overall grades may impact on the self-esteem of students.

4.2.5 Harter's Self-Perception Profile

Multivariate analyses of variance (MANOVAs) were first conducted to examine differences between schools, course and gender for the student and parent groups which were analysed separately. The MANOVA results are presented below in Table 67 for the sections of perceived competence and perceived importance.

Univariate ANOVAs were carried out on the appropriate data following the MANOVAs and any post hoc tests carried out used the Tukeys HSD with significance at the 95% level.

The results are presented below for the following sections: Domain specific perceptions of competence; Domain specific perceptions of importance; Relationship between competence in the domains of importance and global self-worth; Correlations of students' domain specific perceptions of competence with global self-worth; and correlations of students' domain specific perceptions of importance with global self-worth.

Table 67: Multivariate Analysis Results of Perceived Competence Student and Parent Groups and Perceived Importance Student and Parent Groups

	d.f.	F
Perceived Competence		
Student A-Level Groups (n = 122): -		
Gender	1, 122	3.91****
Student Advanced GNVQ Groups (n = 74): -		
Gender	1, 74	2.38*
School	1, 74	3.07***
Student A-level and Advanced GNVQ Groups (n = 135): -		
Gender	1, 135	5.09****
Course	1, 135	2.04*
Parent A-Level Groups (n = 122): -		
Gender	1, 122	3.23***
Parent Advanced GNVQ Groups (n = 74): -		
School	1, 74	17.21****
Parent A-level and Advanced GNVQ Groups (n = 135): -		
School	1, 135	4.08****
Course	1, 135	2.15*
School x Course	1, 135	4.38****
Perceived Importance		
Student A-Level Groups (n = 122): -		
School	3, 122	2.17****
School x Gender	3, 122	1.75*
Student Advanced GNVQ Groups (n = 74): -		
Gender	1, 74	4.29****
Student A-level and Advanced GNVQ Groups (n = 135): -		
Gender	1, 135	5.10****
Course	1, 135	2.74**
Parent A-Level Groups (n = 122): -		
School	3, 122	1.57*
Parent Advanced GNVQ Groups (n = 74): -		
School	1, 74	3.29***
Parent A-level and Advanced GNVQ Groups (n = 135): -		
School	1, 135	2.90**
Course	1, 135	3.41***

* $p < .05$ ** $p < .01$ *** $p < .005$ **** $p < .001$

4.2.5.1 Domain Specific Perceptions of Competence

A-Level Student groups in State and Private Schools

In reference to students’ perceived competence - measured by the nine domains⁷ developed by Harter and the A-level student groups - the gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) ANOVA revealed a significant main effect for gender on close friendship only.

Table 68: Domain Specific Perception of Competence – Close Friendship (A-level Students in State and Private Schools)

Domain	Males (n= 45)		Females (n = 85)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 122)	p
Close Friendship	15.38	3.84	17.27	3.06	10.60	<.005

On the close friendship domain, the significant main effect for gender (F (1, 122) = 10.60, $p < .005$) showed that the female A-level students believed they have the ability to form close friendships to share personal thoughts and secrets with, more than the male A-level students believed (Ms = 17.27⁸ vs. 15.38).

Advanced GNVQ student groups in State Schools

In the matter of students’ perceived competence, as measured by the nine domains developed by Harter and the Advanced GNVQ student groups, the gender (male/female) x school (State School 1/State School 2) ANOVA revealed a significant main effect for gender on the physical appearance domain.

⁷ The nine domains are as follows: scholastic competence; social acceptance; athletic competence; physical appearance; job competence; romantic appeal; behavioural conduct; close friendship and global self-worth.

⁸ Note that questionnaire’s 1-4 scale indicated low-high agreement, higher numbers indicate higher agreement with the statement. All statements were coded in a positive direction, such that high scores indicated higher agreement with positive values.

Table 69: Domain Specific Perception of Competence – Physical Appearance (Advanced GNVQ Students in State Schools)

Domain	Males (n= 38)		Females (n = 40)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1, 74)	p
Physical Appearance	12.13	3.14	9.83	3.54	6.12	<.05

For physical appearance, the main effect for gender ($F(1, 74) = 6.12, p < .05$) indicated that the male Advanced GNVQ students believed that they were happy with their physical appearance significantly more than the female Advanced GNVQ students believed ($Ms = 12.13$ vs. 9.83).

A-level and Advanced GNVQ students in State Schools

With reference to students’ perceived competence measured by the nine domains developed by Harter and the A-level and Advanced GNVQ student groups, the gender (male/female) x school (State School 1/State School 2) x course (A-level/Advanced GNVQ) ANOVA revealed a number of significant main effects. In relation to scholastic competence, the significant main effects for school and course were disclosed. A significant main effect for gender was also found in the following domains: athletic competence; job competence; close friendship and global self-worth.

Table 70: Domain Specific Perception of Competence (a) – Scholastic Competence (A-level and Advanced GNVQ Students in State Schools)

		Scholastic Competence			
				Analysis (Main Effects)	
		Mn	SD	F (1, 135)	p
School:	State School 1 (n = 59)	14.10	3.05	8.16	< .01
	State School 2 (n = 84)	12.38	3.29		
Course:	A-level (n = 65)	14.32	3.35	13.19	< .001
	Advanced GNVQ (n = 78)	12.06	2.88		

On scholastic competence a significant main effect for school ($F(1, 135) = 8.16, p < .01$) showed that State School 1 students believed they have the ability for scholastic performance more than State School 2 students believed ($Ms = 14.10$ vs. 12.38). Course ($F(1, 135) = 13.19, p < .001$) also revealed that A-level students believed that they were scholastically competent significantly more than Advanced GNVQ students believed ($Ms = 14.32$ vs. 12.06).

Table 71: Domain Specific Perception of Competence (b) – Athletic Competence; Job Competence; Close Friendship and Global Self-Worth (A-Level And Advanced GNVQ Students in State Schools)

Domain	Males (n= 54)		Females (n = 89)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1,135)	p
Athletic Competence	13.22	3.12	10.93	3.50	9.83	< .005
Global Self-Worth	14.31	2.74	12.88	4.04	4.44	< .05
Job Competence	13.50	2.77	14.79	3.14	6.47	< .05
Close Friendship	14.35	3.30	16.36	3.88	7.89	< .01

Gender as a significant main effect indicated that the male students believed they were significantly more competent than the female students in the following domains: athletic competence ($F(1, 135) = 9.83, p < .005, Ms = 13.22$ vs. 10.93) and global self-worth ($F(1, 135) = 4.44, p < .05, Ms = 14.31$ vs. 12.88).

Interestingly, the significant main effect for gender also showed that the female students perceive that they are more competent than the male students in the following domains: job competence ($F(1, 135) = 6.47, p < .05, Ms = 14.79$ vs. 13.50) and close friendship ($F(1, 135) = 7.89, p < .01, Ms = 16.36$ vs. 14.35).

A-Level Parent groups in State and Private Schools

With regard to parents’ perceived competence as measured by the nine domains developed by Harter and the A-level parent groups, the gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) ANOVA revealed a number of significant main effects. A significant main effect for gender was revealed on the following domains: social acceptance, athletic competence, job competence and close friendship.

Table 72: Domain Specific Perception of Competence – Athletic Competence; Job Competence; Close Friendship and Global Self-Worth (A-Level Parents in State Schools)

Domain	Males (n= 39)		Females (n = 91)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1,122)	p
Social Acceptance	13.72	2.64	14.89	2.74	7.23	< .01
Close Friendship	13.74	3.54	15.16	3.58	6.19	< .05
Job Competence	14.85	2.68	15.87	2.79	4.01	< .05
Athletic Competence	11.92	3.98	10.11	3.68	6.66	< .05

Gender as a significant main effect revealed that the female A-level parents believed they are more competent than the male A-level parents in the following domains: social acceptance ($F(1, 122) = 7.23, p < .01, Ms = 14.89$ vs. 13.72); close friendship ($F(1, 122) = 6.19, p < .05, Ms = 15.16$ vs. 13.74) and job competence ($F(1, 122) = 4.01, p < .05, Ms = 15.87$ vs. 14.85).

However, on athletic competence, the significant main effect for gender ($F(1, 122) = 6.66, p < .05$) showed that male A-level parents believed they have the ability to do well in sport more than the female A-level parents believed ($Ms = 11.92$ vs. 10.11).

Advanced GNVQ parent groups in State Schools

Referring to parents’ perceived competence as measured by the nine domains developed by Harter and the Advanced GNVQ parent groups, the gender (male/female) x school (State School 1/State School 2) ANOVA revealed a number of significant main effects. A significant main effect for school was found on the domains of scholastic competence; social acceptance; physical appearance and romantic appeal.

Table 73: Domain Specific Perception of Competence – Scholastic Competence; Social Acceptance; Physical Appearance and Romantic Appeal (Advanced GNVQ Parents in State Schools)

Domain	State School 1 (n= 30)		State School 2 (n = 48)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1,74)	p
Scholastic Competence	15.73	1.63	13.71	3.30	4.66	< .05
Physical Appearance	14.53	1.98	11.52	3.06	13.81	< .001
Romantic Appeal	15.40	1.67	13.27	2.23	12.74	< .005
Social Acceptance	14.17	1.80	14.98	1.83	4.36	< .05

The main effect for school indicated that State School 1 Advanced GNVQ parents believed that they were significantly more competent than the State School 2 Advanced GNVQ parents in the following domains: scholastic competence ($F(1, 74) = 4.66, p < .05, Ms = 15.73$ vs. 13.71); physical appearance ($F(1, 74) = 13.81, p < .001, Ms = 14.53$ vs. 11.52) and romantic appeal ($F(1, 74) = 12.74, p < .005, Ms = 15.40$ vs. 13.27).

However, with regard to social acceptance, school ($F(1, 74) = 4.36, p < .05$) as a significant main effect showed that the State School 2 Advanced GNVQ parents felt they were popular, easy to like and socially accepted more than the State School 1 Advanced GNVQ parents ($M_s = 14.98$ vs. 14.17).

A-level and Advanced GNVQ parents in State Schools

With reference to parents’ perceived competence as measured by the nine domains developed by Harter and the A-level and Advanced GNVQ parent groups, the gender (male/female) x school (State School 1/State School 2) x course (A-level/Advanced GNVQ) ANOVA revealed a number of significant main effects. On scholastic competence a significant main effect for school was disclosed. For the social acceptance domain, course as a significant main effect was revealed and on physical appearance, school as a significant main effect was also found. However, for romantic appeal, a significant 2-way effect for school x course was exhibited, only. The close friendship domain revealed course as a significant main effect and finally on the domain concerned with global self-worth, a significant main effect for school was revealed.

Table 74: Domain Specific Perception of Competence (a) Scholastic Competence; Physical Appearance and Global Self-Worth (A-level and Advanced GNVQ Parents in State Schools)

Domain	State School 1 (n= 59)		State School 2 (n = 84)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1,135)	p
Scholastic Competence	15.15	2.38	14.11	3.14	5.69	< .05
Physical Appearance	13.54	2.57	11.86	2.97	9.85	< .005
Global Self-Worth	15.17	3.15	14.12	3.15	4.42	< .05

The main effect for school revealed that State School 1 parents believed that they were significantly more competent than State School 2 parents in the following domains: scholastic competence ($F(1, 135) = 5.69, p < .05, M_s = 15.15$ vs. 14.11); physical appearance ($F(1, 135) = 9.85, p < .005, M_s = 13.54$ vs. 11.86) and global self-worth ($F(1, 135) = 4.42, p < .05, M_s = 15.17$ vs. 14.12).

Table 75: Domain Specific Perception of Competence (b) Social Acceptance and Close Friendship (A-level and Advanced GNVQ Parents in State Schools)

Domain	A-level (n = 65)		Advanced GNVQ (n = 78)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1,135)	p
Social Acceptance	14.14	2.52	14.67	1.86	6.47	< .05
Close Friendship	14.23	3.70	14.78	3.60	6.56	< .05

Course as a significant main effect showed that Advanced GNVQ parents believe that they were significantly more competent than A-level parents in the following domains: social acceptance (F (1, 135) 6.47, $p < .05$, Ms = 14.67 vs. 14.14) and close friendship (F (1, 135) = 6.56, $p < .05$, Ms = 14.78 vs. 14.23).

With reference to romantic appeal, a significant 2-way interaction for school x course was exhibited (F (1, 135) = 7.46, $p < .01$). Post hoc analysis indicated that State School 1 Advanced GNVQ parents thought they have romantic appeal significantly more than State School 1 A-level parents and State School 2 Advanced GNVQ parents thought (Ms. = 15.40 vs. 13.14, 13.27, respectively).

Table 76: Domain Specific Perception of Competence (c) Romantic Appeal (A-level and Advanced GNVQ Parents in State Schools)

		Romantic Appeal				
		Analysis				
				Interaction Effects		Significant Post Hoc Comparisons*
		Mn	SD	F(1,135)	p	
School x Course:	State School 1 A-level (n = 29)	13.14	2.81	7.46	<.01	State School 1 Advanced GNVQ > State School 1 A-level and State School 2 Advanced GNVQ
	State School 1 Advanced GNVQ (n = 30)	15.40	1.67			
	State School 2 A-level (n = 36)	14.39	2.56			
	State School 2 Advanced GNVQ (n = 48)	13.27	2.23			

* Tukeys HSD with significance at the 95% level.

4.2.5.2 Domain Specific Perceptions of Importance

A-Level Student groups in State and Private Schools

In the matter of students’ perceptions of importance of the eight domains⁹ devised by Harter and the A-level student groups, the gender (male/female) x school (State School

⁹ The eight domains are as follows: scholastic competence; social acceptance; athletic competence; physical appearance; job competence; romantic appeal; behavioural conduct and close friendship.

1/State School 2/Private School 1/Private School 2) ANOVA revealed a number of significant main effects. On the importance of social acceptance domain a significant main effect for school was revealed. For job competence, a significant main effect for school was disclosed, modified by the significant 2-way effect for school x gender. The domain concerning behavioural conduct showed a significant main effect for school.

Regarding the importance of social acceptance, a significant main effect for school was exhibited ($F(3, 122) = 4.82, p < .005$). Post hoc analysis revealed Private School 2 A-level students felt that it is important to be liked by others and to be socially accepted significantly more than State School 1 A-level students ($M_s = 6.00$ vs. 4.62).

On the importance of behavioural conduct the significant main effect for school was found ($F(3, 122) = 6.55, p < .001$). The post hoc test revealed that Private School 2 A-level students believed that good behavioural conduct was important significantly more than State School 1 A-level students, State School 2 A-level students and Private School 1 A-level students believed ($M_s = 6.95$ vs. $5.83, 6.03, 6.07$ respectively).

Table 77: Domain Specific Perceptions of Importance (a) Social Acceptance and Behavioural Conduct (A-level Students in State and Private Schools)

Domain	State School 1 (n = 29)		State School 2 (n = 36)		Private School 1 (n = 28)		Private School 2 (n = 37)		Main Effect		Significant Post Hoc Comparisons*
	Mn	SD	Mn	SD	Mn	SD	Mn	SD	F(3,122)	p	
Social Acceptance	4.62	1.24	5.50	1.36	5.64	1.89	6.00	1.59	4.82	< .005	Private School 2 A-level > State School 1 A-level
Behavioural Conduct	5.83	1.07	6.03	0.94	6.07	1.58	6.95	1.07	6.55	< .001	Private School 2 A-level > State School 1 A-level, State School 2 A-level and Private School 1 A-level

* Tukeys HSD with significance at the 95% level.

In relation to the importance of job competence, school as a significant main effect ($F(3, 122) 5.80, p < .005$) was indicated, where the post hoc test revealed that Private School 2 A-level students thought that it was important to have job skills more than the State School 1 A-level students thought ($M_s = 7.32$ vs. 6.55).

Table 78: Domain Specific Perceptions of Importance (b) Job Competence (A-level Students in State and Private Schools)

		Job Competence				
				Analysis		
				Main Effect		Significant Post Hoc Comparisons*
		Mn	SD	F(3,122)	P	
School:	State School 1 (n = 29)	6.55	1.35	5.80	<.005	Private School 2 > State School 1
	State School 2 (n = 36)	6.75	1.40			
	Private School 1 (n = 28)	7.21	1.03			
	Private School 2 (n = 37)	7.32	0.97			
				Interaction Effect		
		Mn	SD	F(3,244)	P	
School x Gender:	State School 1 Males (n = 10)	6.50	1.43	3.20	<.05	State School 2 Males < State School 2 Female; Private School 1 Males; Private School 1 Females; Private School 2 Males and Private School 2 Females
	State School 1 Females (n = 19)	6.58	1.35			
	State School 2 Males (n = 6)	5.33	1.97			
	State School 2 Females (n = 30)	7.03	1.10			
	Private School 1 Males (= 15)	7.13	1.13			
	Private School 1 Females (n = 13)	7.31	0.95			
	Private School 2 Males (n = 14)	7.50	0.85			
	Private School 2 Females (n = 23)	7.22	1.04			

* Tukeys HSD with significance at the 95% level.

This was further modified by the significant 2-way interaction for school x gender ($F(3, 122) = 3.20, p < .05$). Post hoc analysis disclosed that State School 2 male A-level students believed that job skills were significantly less important than the following groups: State School 2 A-level female students; Private School 1 male and female A-level students; and Private School 2 male and female A-level students ($M_s = 5.33$ vs. 7.03, 7.13, 7.31, 7.31, 7.50 and 7.22, respectively).

Advanced GNVQ student groups in State Schools

With regard to students’ perceptions of importance of the eight domains devised by Harter and the Advanced GNVQ parent groups, the gender (male/female) x school (State School 1/State School 2) ANOVA revealed a number of significant main effects. A significant main effect for gender was found on the domains of scholastic competence; physical appearance; job competence and behavioural conduct. However, no effects were exhibited for the domains on social acceptance; romantic appeal; athletic competence and close friendship.

Table 79: Domain Specific Perceptions of Importance – Scholastic Competence; Physical Appearance; Job Competence and Behavioural Conduct (Advanced GNVQ Students in State Schools)

Domain	Males (n= 38)		Females (n = 40)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1,74)	p
Scholastic Competence	5.58	1.45	6.40	1.10	9.15	< .005
Physical Appearance	5.24	1.58	6.18	1.55	5.08	< .05
Job Competence	5.58	1.46	6.95	1.32	16.10	< .001
Behavioural Conduct	5.26	1.18	6.15	1.12	11.73	< .005

The main effect for gender showed that female Advanced GNVQ students thought that it was important to be competent significantly more than male Advanced GNVQ students in the following domains: scholastic competence ($F(1, 74) = 9.15, p < .005$, $M_s = 6.40$ vs. 5.58); job competence ($F(1, 74) = 16.10, p < .001$, $M_s = 6.95$ vs. 5.58); physical appearance ($F(1, 74) = 5.08, p < .05$, $M_s = 6.18$ vs. 5.24) and behavioural conduct ($F(1, 74) = 11.73, p < .005$, $M_s = 6.15$ vs. 5.26).

A-level and Advanced GNVQ students in State Schools

With reference to students’ perceptions of importance for the eight domains measured by Harter and the A-level and Advanced GNVQ parent groups, the gender (male/female) x school (State School 1/State School 2) x course (A-level/Advanced GNVQ) ANOVA revealed a number of significant main effects. A significant main effect for gender was found for the following domains: scholastic competence; athletic competence; physical appearance; job competence and behavioural conduct. Also, for the importance of social acceptance, a significant main effect for course was shown.

Table 80: Domain Specific Perceptions of Importance (a) Scholastic Competence; Athletic Competence; Physical Appearance; Job Competence and Behavioural Conduct (A-level and Advanced GNVQ Students in State Schools)

Domain	Males (n= 54)		Females (n = 89)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1,135)	p
Athletic Competence	4.91	1.31	4.17	1.40	7.60	< .01
Scholastic Competence	5.81	1.39	6.48	1.19	5.43	< .05
Physical Appearance	5.24	1.50	6.01	1.49	5.01	< .05
Job Competence	5.72	1.53	6.90	1.25	18.53	< .001
Behavioural Conduct	5.31	1.11	6.12	1.03	14.55	< .001

Gender as a main effect revealed that female students thought that it was important to be competent significantly more than male students in the following domains: scholastic

competence ($F(1, 135) = 5.43, p < .05, Ms = 6.48$ vs. 5.81); job competence ($F(1, 135) = 18.53, p < .001, Ms = 6.90$ vs. 5.72); behavioural conduct ($F(1, 135) = 14.55, p < .001, Ms = 6.12$ vs. 5.31) and physical appearance ($F(1, 135) = 5.01, p < .05, Ms = 6.01$ vs. 5.24)

However, for athletic competence, gender as a significant main effect ($F(1, 135) = 7.60, p < .01$) showed that the male students believed it was important to be good at sport significantly more than the female students believed ($Ms = 4.91$ vs. 4.17)

Table 81: Domain Specific Perceptions of Importance (b) Social Acceptance (A-level and Advanced GNVQ Students in State Schools)

Domain	A-level (n= 65)		Advanced GNVQ (n = 78)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1,135)	p
Social Acceptance	5.11	1.37	5.94	1.38	12.97	< .001

Interestingly, for social acceptance, course as a significant main effect ($F(1, 135) = 12.97, p < .001$) revealed that Advanced GNVQ students thought that it was important to be liked by others and to be socially accepted significantly more than A-level students thought ($Ms = 5.94$ vs. 5.11).

A-Level Parent groups in State and Private Schools

In the matter of parents’ perceived importance for the eight domains devised by Harter and the A-level student groups, the gender (male/female) x school (State School 1/State School 2/Private School 1/Private School 2) ANOVA revealed one significant main effect. On the scholastic competence domain, a significant main effect for school was found.

Table 82: Domain Specific Perceptions of Importance – Scholastic Competence (A-Level Parents in State Schools)

Domain	State School 1 (n = 29)		State School 2 (n = 36)		Private School 1 (n = 28)		Private School 2 (n = 37)		Main Effect		Significant Post Hoc Comparisons*
	Mn	SD	Mn	SD	Mn	SD	Mn	SD	F(3,122)	p	
Scholastic Competence	5.90	1.14	6.22	1.33	6.79	1.17	6.68	1.16	3.73	< .05	State School 1 < Private School 1 and Private School 2

* Tukeys HSD with significance at the 95% level.

For scholastic competence, a significant main effect for school was found ($F(3, 122) = 3.73, p < .05$). Post hoc analysis revealed that State School 1 A-level parents believed that scholastic competence was significantly less important than Private School 1 and Private School 2 A-level parents believed ($M_s = 5.90$ vs. 6.79 and 6.68 , respectively).

Advanced GNVQ parent groups in State Schools

With regard to parents’ perception of importance for the eight domains measured by Harter and the Advanced GNVQ parent groups, the gender (male/female) x school (State School 1/State School 2) ANOVA revealed a number of significant main effects. On both the domains of social acceptance and physical appearance, a significant main effect for school was exhibited.

Table 83: Domain Specific Perceptions of Importance – Social Acceptance and Physical Appearance (Advanced GNVQ Parents in State Schools)

Domain	State School 1 (n= 30)		State School 2 (n = 48)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1,74)	p
Social Acceptance	4.30	1.29	5.48	1.46	7.66	< .01
Physical Appearance	5.40	2.06	6.19	1.08	6.42	< .05

The significant main effect for school showed that State School 2 Advanced GNVQ parents felt it was important to be competent more than State School 1 Advanced GNVQ parents in the following domains: social acceptance ($F(1, 74) = 7.66, p < .01, M_s = 5.48$ vs. 4.30) and physical appearance ($F(1, 74) = 6.42, p < .05, M_s = 6.19$ vs. 5.40).

A-level and Advanced GNVQ parents in State Schools

With reference to parents’ perception of importance for the eight domains devised by Harter and the A-level and Advanced GNVQ parent groups, the gender (male/female) x school (State School 1/State School 2) x course (A-level/Advanced GNVQ) ANOVA revealed a number of significant main effects. In relation to social acceptance, a significant main effect for school was found. For athletic competence, course, as a significant main effect was exhibited. Regarding close friendship, the significant main effects for gender and for course were revealed.

Table 84: Domain Specific Perceptions of Importance (a) Social Acceptance (A-level and Advanced GNVQ Parents in State Schools)

Domain	State School 1 (n = 59)		State School 2 (n = 84)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1,135)	p
Social Acceptance	4.46	1.15	5.36	1.30	8.90	< .005

In relation to social acceptance, the significant main effect for school ($F(1, 135) = 8.90$, $p < .005$) indicated that State School 2 parents felt that it was important to be liked by others and to be socially accepted more than State School 1 parents did ($M_s = 5.36$ vs. 4.46).

For athletic competence, course as a significant main effect ($F(1, 135) = 4.84$, $p < .05$) revealed that the Advanced GNVQ parents believed that it was important to be good at sport more than the A-level parents believed ($M_s = 4.60$ vs. 4.12).

Table 85: Domain Specific Perceptions of Importance (b) Athletic Competence (A-level and Advanced GNVQ Parents in State Schools)

Domain	A-level (n = 65)		Advanced GNVQ (n = 78)		Analysis (Main Effect)	
	Mn	SD	Mn	SD	F (1,135)	p
Athletic Competence	4.12	1.45	4.60	1.51	4.84	< .05

With regard to close friendship, a significant main effect for gender was found ($F(1, 135) = 5.69$, $p < .05$) where female parents thought it was important to have close friendships to share personal thought and secrets with more than male parents thought ($M_s = 6.64$ vs. 6.12). Course ($F(1, 135) = 9.51$, $p < .005$) also showed that Advanced GNVQ parents believed it was important to have close friendships to share personal thoughts and secrets with, significantly more than A-level parents believed ($M_s = 6.73$ vs. 6.26).

Table 86: Domain Specific Perceptions of Importance (c) Close Friendship (A-level and Advanced GNVQ Parents in State Schools)

		Close Friendship			
				Analysis (Main Effects)	
		Mn	SD	F (1, 135)	p
Gender:	Males (n = 34)	6.12	1.00	5.69	< .01
	Females (n = 109)	6.64	1.08		
Course:	A-level (n = 65)	6.26	1.18	9.51	< .005
	Advanced GNVQ (n = 78)	6.73	0.95		

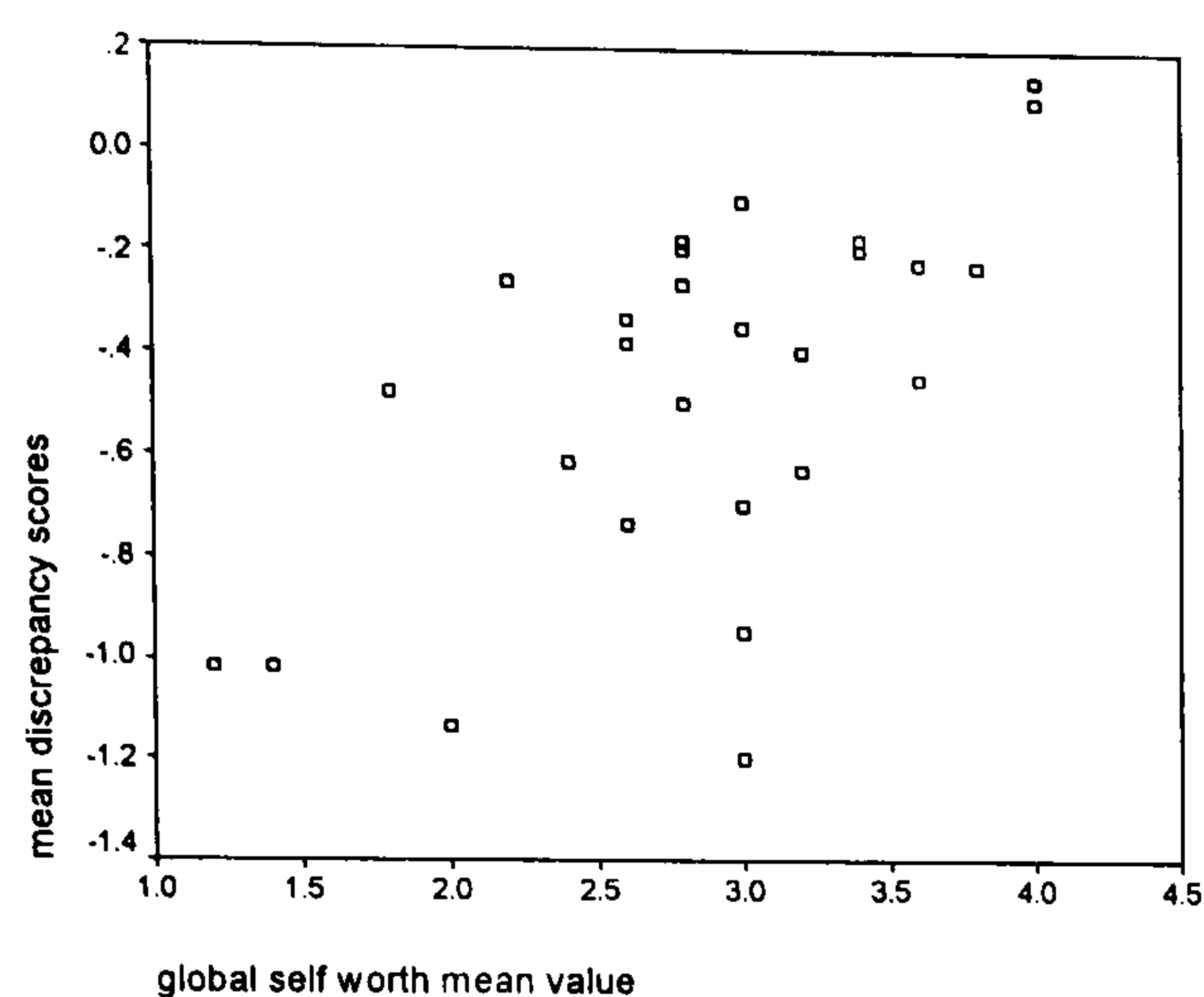
4.2.5.3 Relationship between Competence in the Domains of Importance and Global Self-Worth

The relationship between students and parents competence in the eight domains deemed important and their global self-worth was investigated. A mean discrepancy score was calculated to determine the relationship between the student's and the parent's competence judgements on the self-perception profile and their judgement of the importance of each of the eight domains, where a high discrepancy occurred if a student felt that certain domains were important, but their competence levels were low in these areas, and a low discrepancy occurred if a student felt competent in the areas judged as important (see Appendix V for calculation of discrepancy score (p.373) and graph of Harter's norms (p.376)). This was carried out separately for each student group and corresponding parent group in all of the four schools.

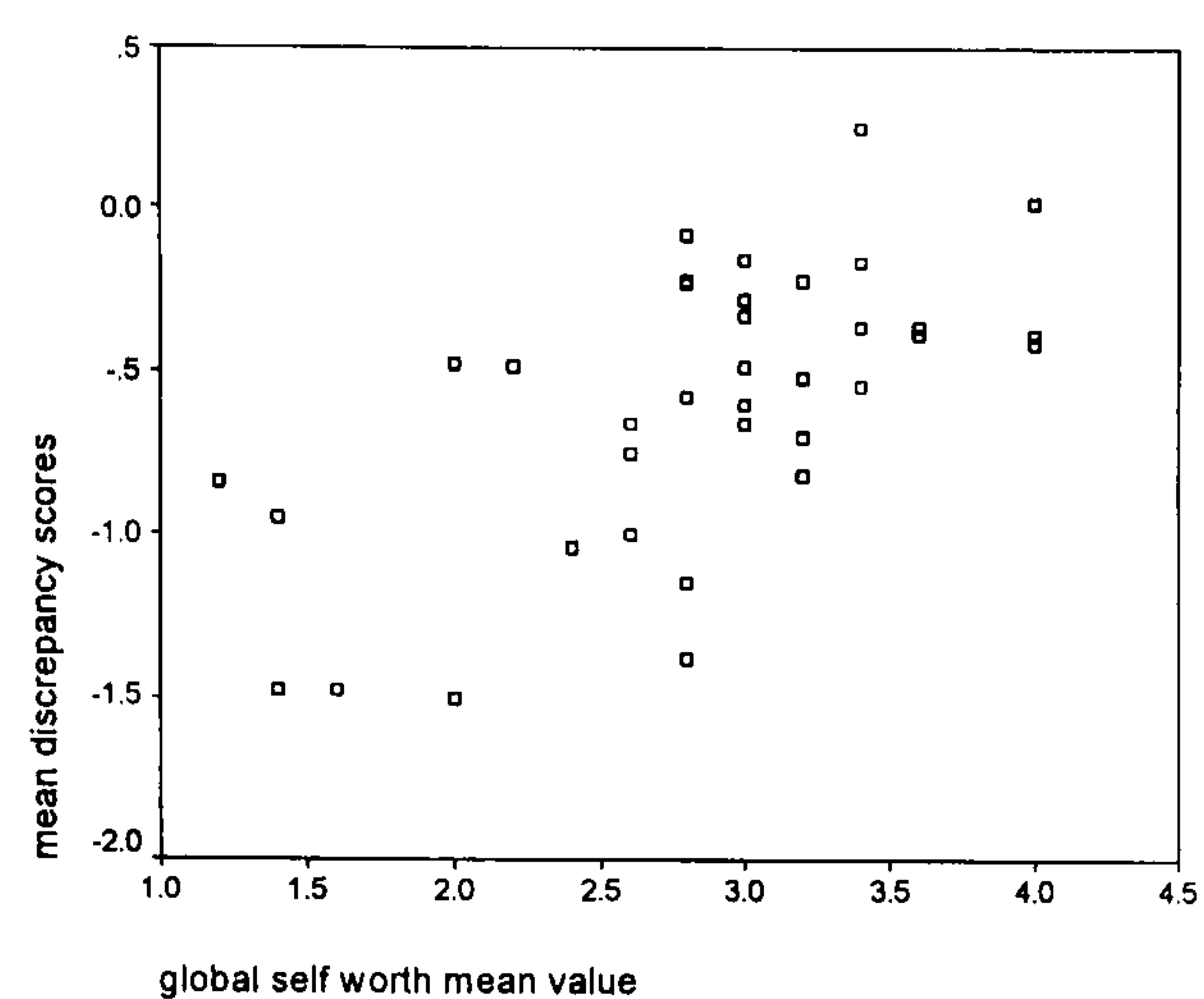
The graphs (Figures 2 –13) reveal that there is some similarity between the schools for both the student groups and the parent groups. For the A-level student groups (Figures 2 – 5), many of the students' global self-worth scores clustered around the values of 2.5 – 3.5. Most of the students' also had low mean discrepancy scores.

However, there were some students who felt competent in the areas judged important, in all schools, since these students have a mean discrepancy score around 0, and high self-worth scores. Similarly, for the A-level parent groups (Figures 8 – 11), many of the parent's global self-worth scores clustered around the values of 2.5 – 3.0, and most of these parents had mean discrepancy scores between –1.0 – 0.0.

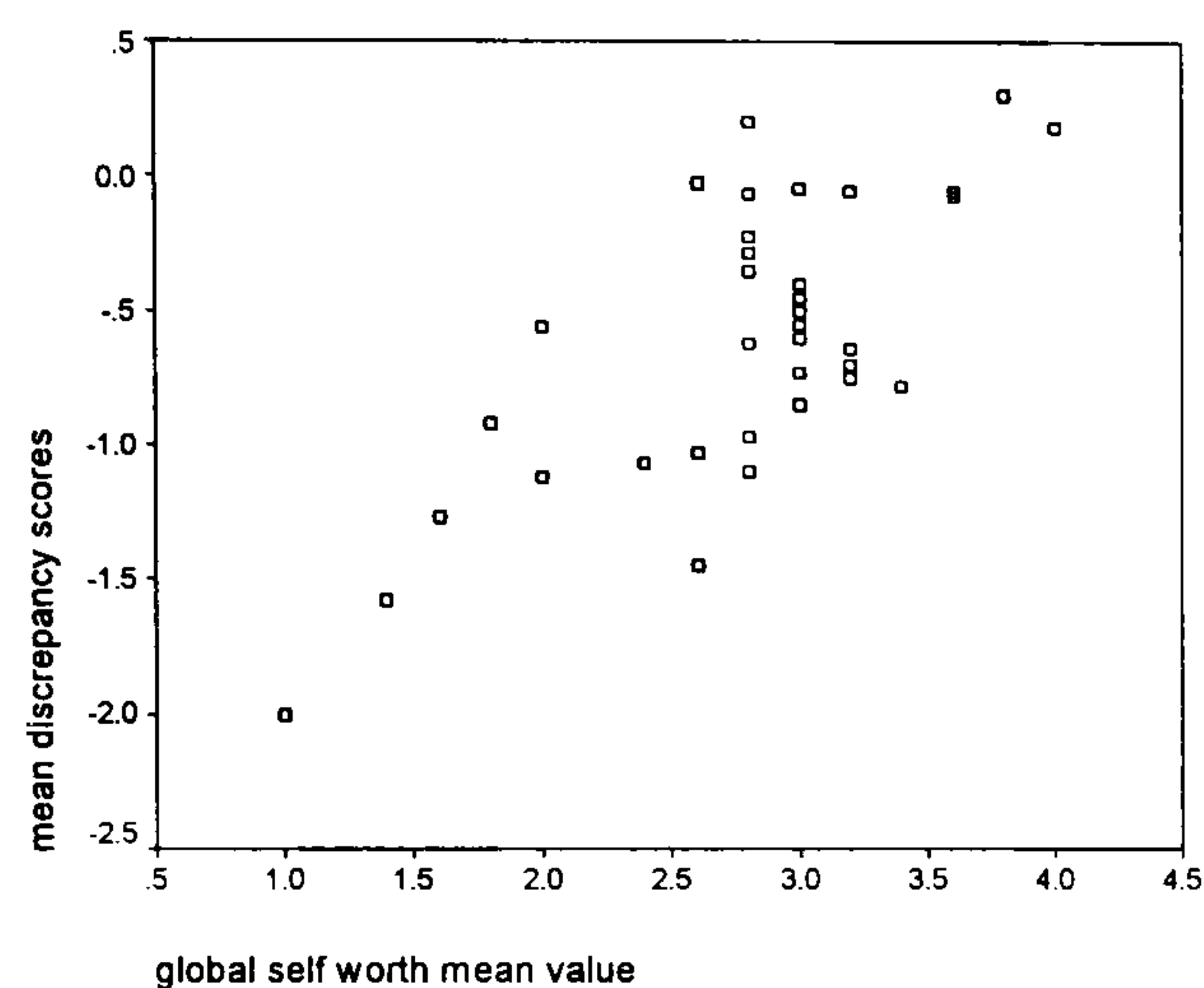
For the Advanced GNVQ student groups (Figures 6 and 7), the student's global self-worth scores also clustered around 2.5 – 3.5. Most of these students had low mean discrepancy scores; however, there were more students who felt less competent in the areas judged important, in State School 2, since these students had higher mean discrepancy scores and lower global self-worth scores.



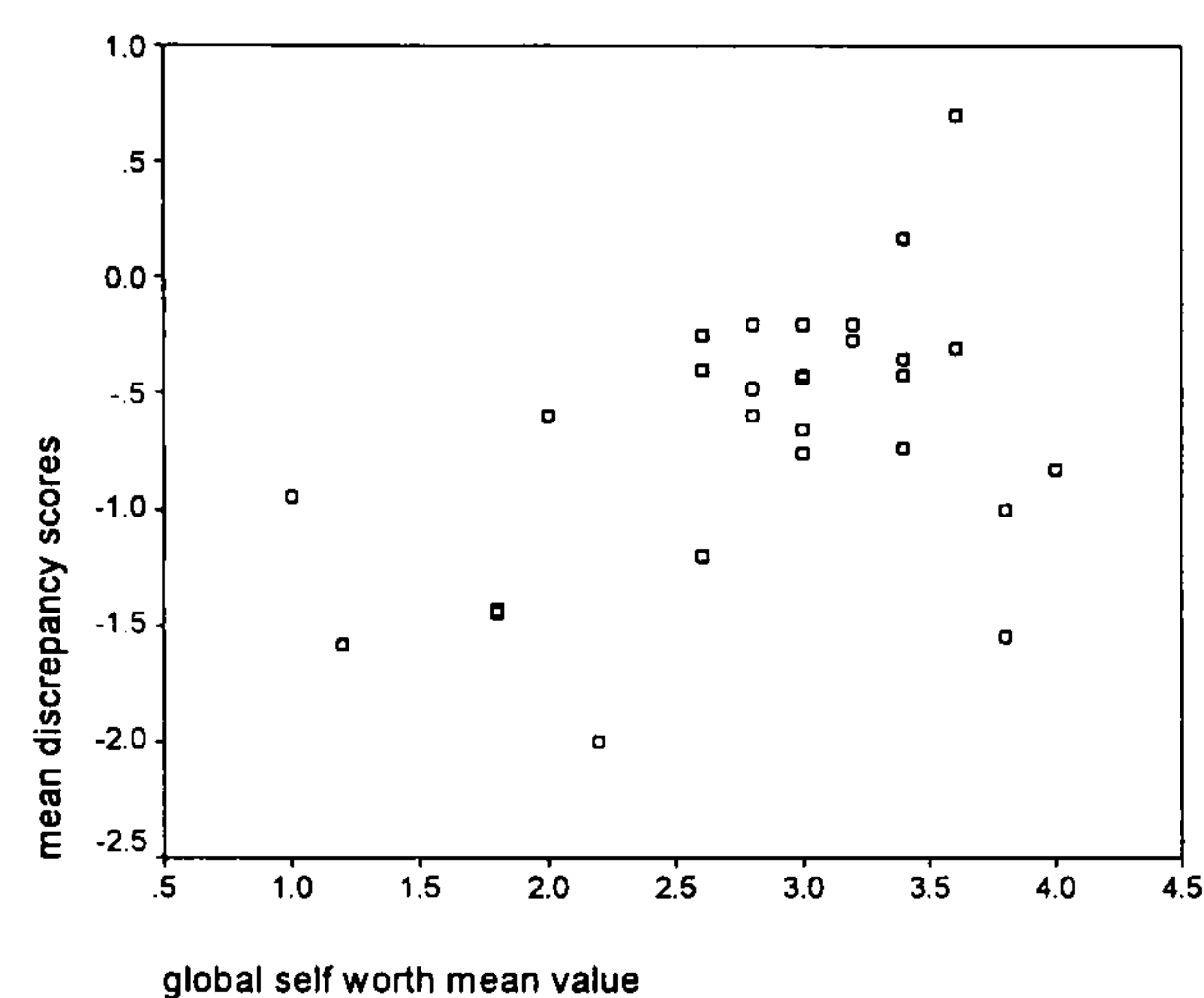
(Fig. 2) State School 1 A-level Students Mean Discrepancy Score and Global Self-Worth Mean



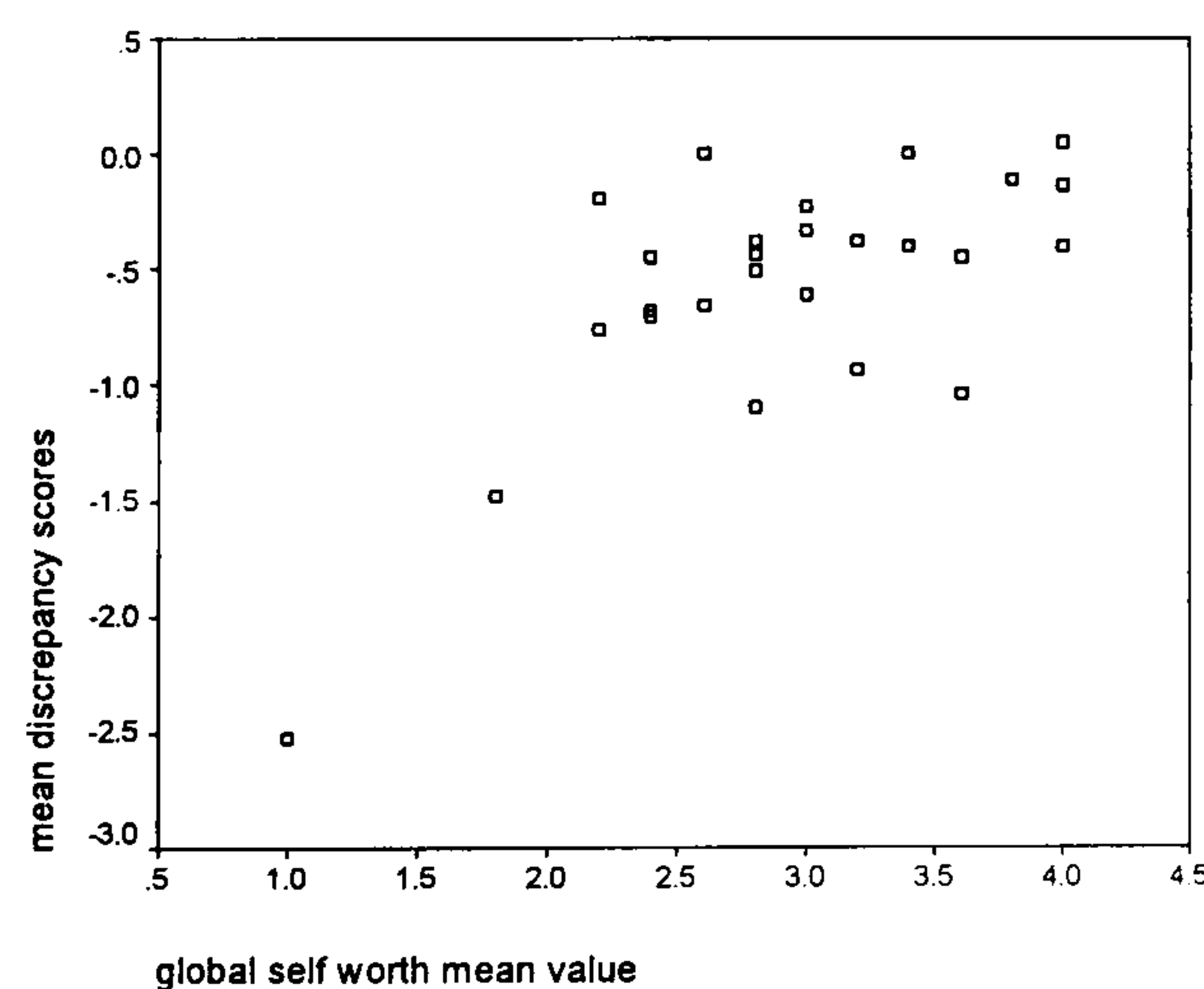
(Fig. 5) Private School 2 A-level Students Mean Discrepancy Score and Global Self-Worth Mean



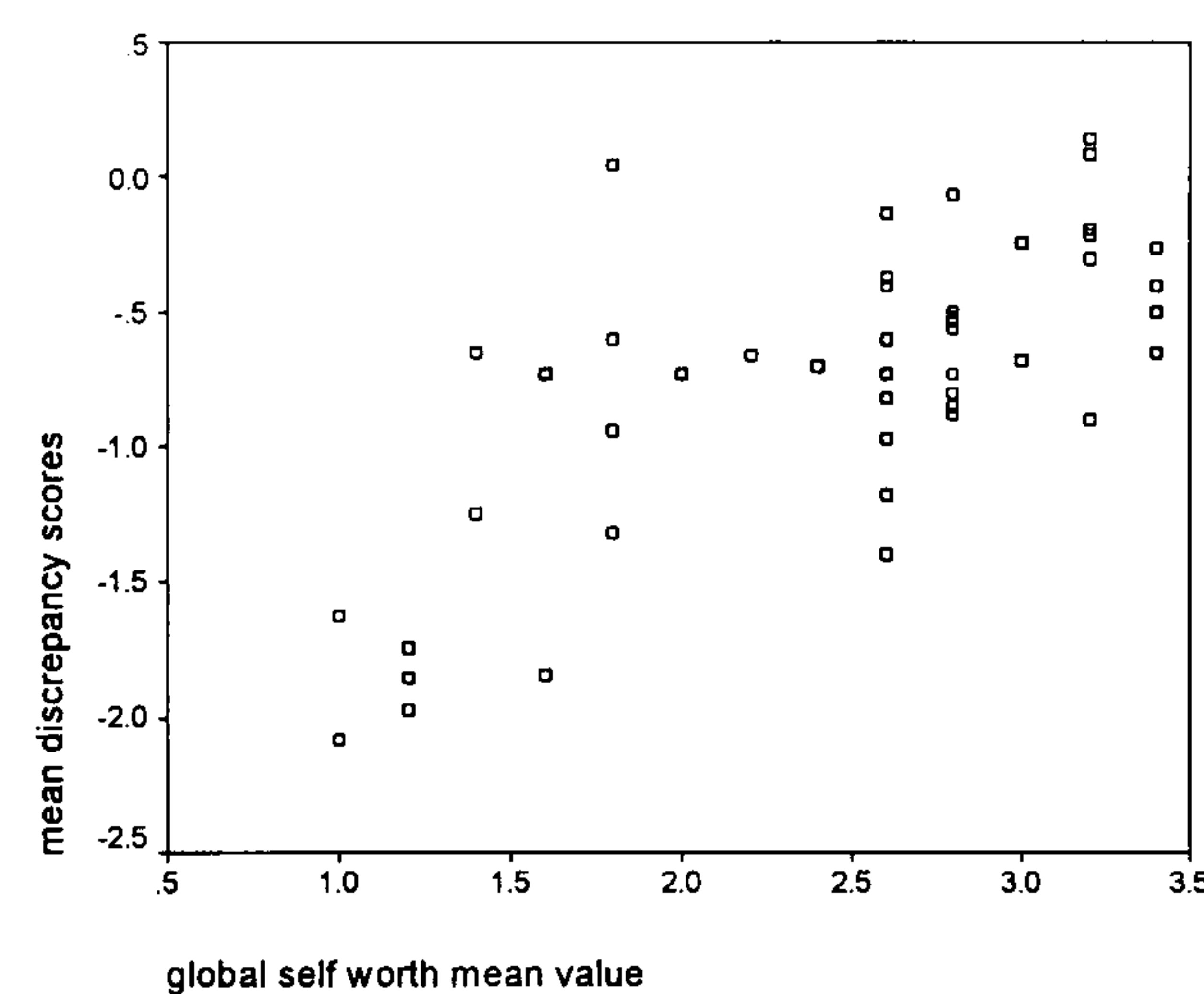
(Fig. 3) State School 2 A-level Students Mean Discrepancy Score and Global Self-Worth Mean



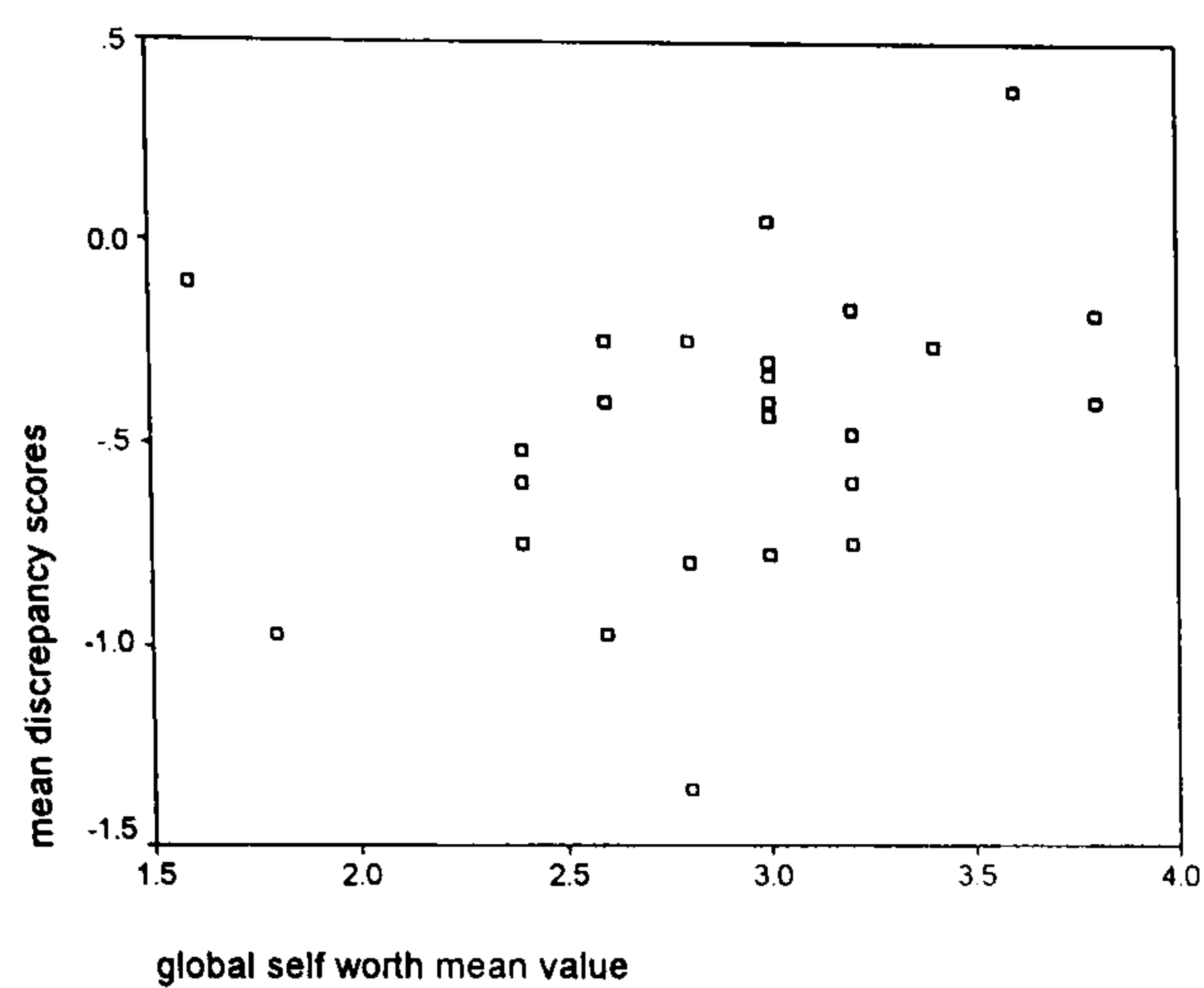
(Fig. 6) State School 1 Advanced GNVQ Students Mean Discrepancy Score and Global Self-Worth Mean



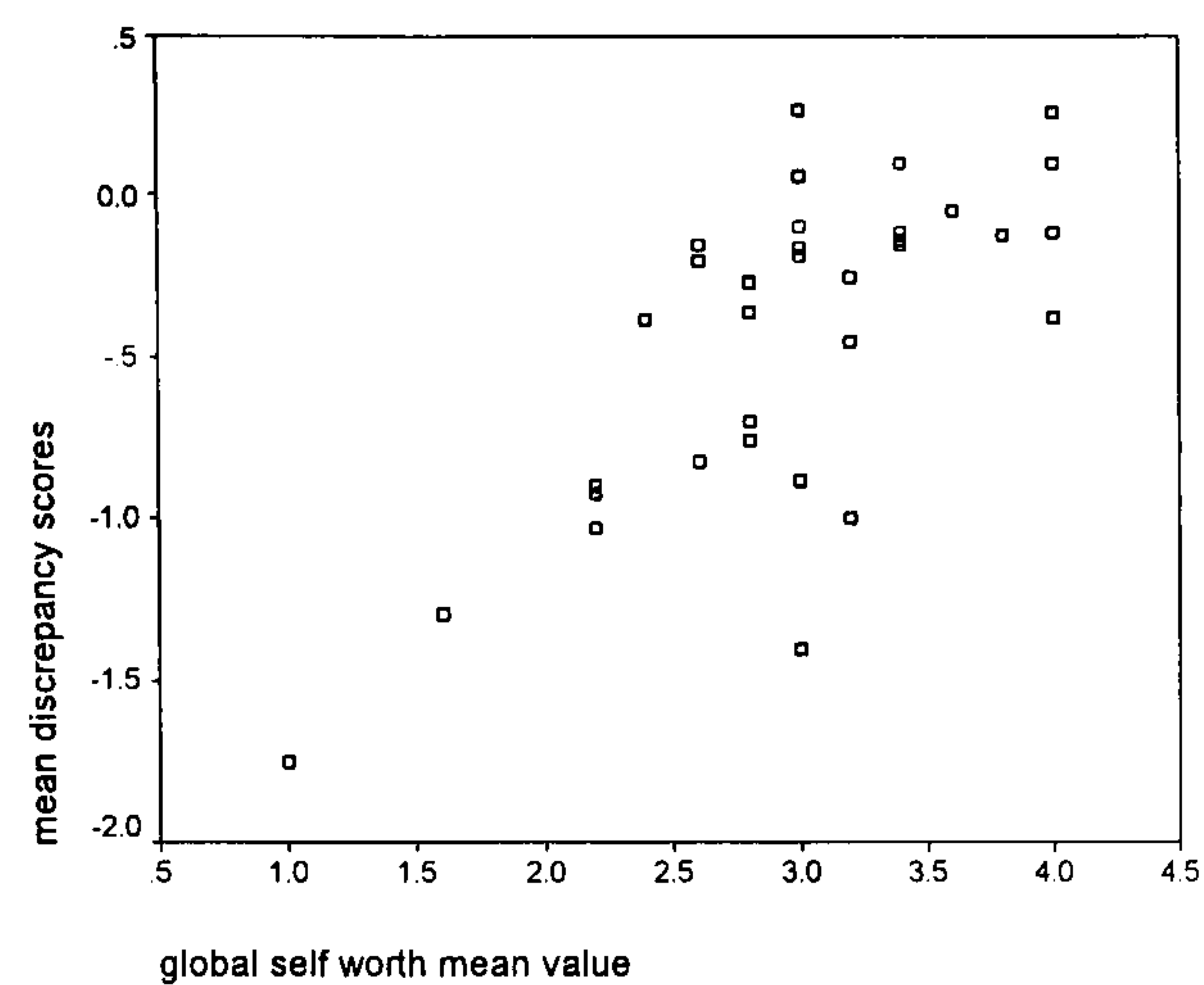
(Fig. 4) Private School 1 A-Level Students Mean Discrepancy Score and Global Self-Worth Mean



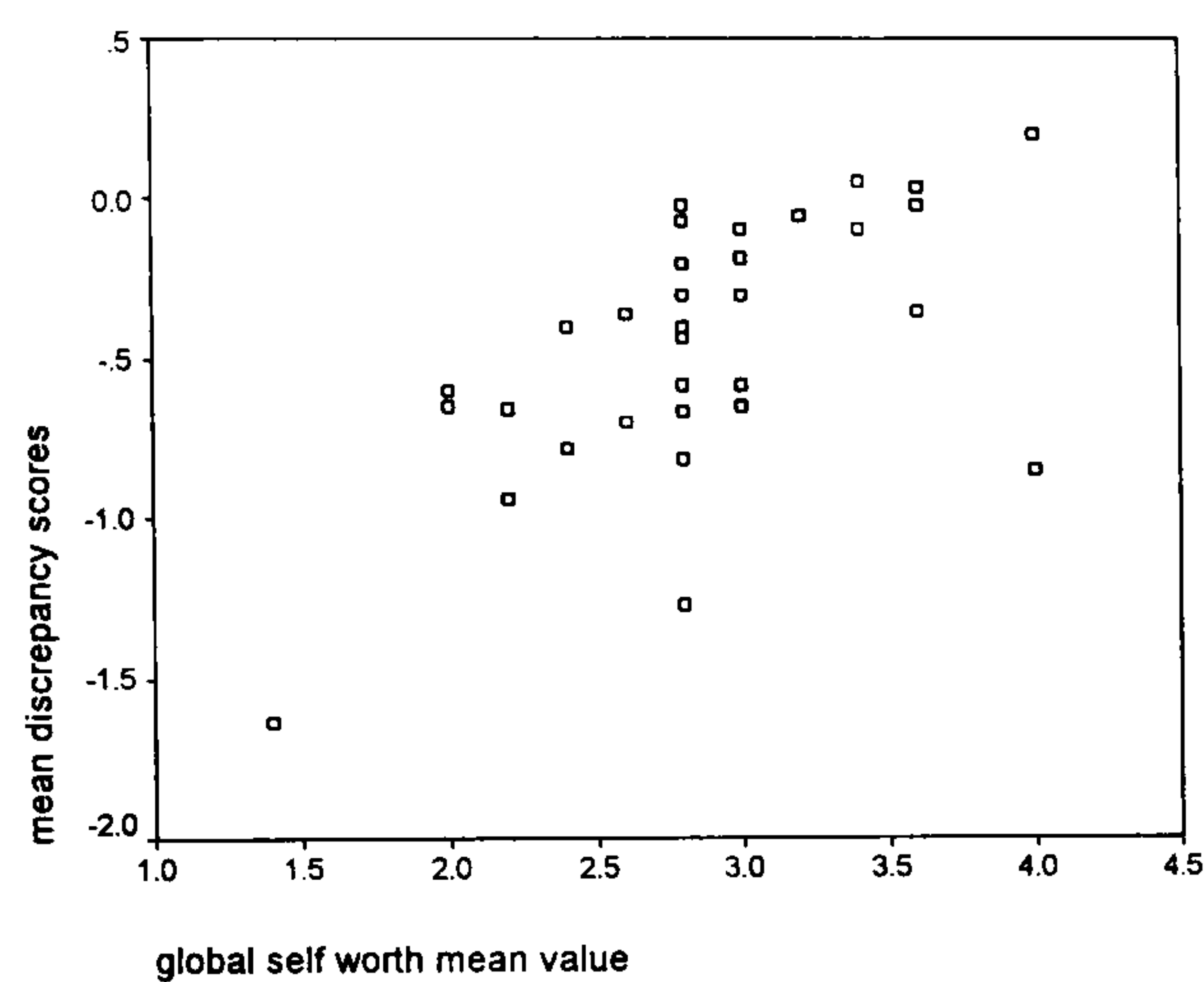
(Fig. 7) State School 2 Advanced GNVQ Students Mean Discrepancy Score and Global Self-Worth Mean



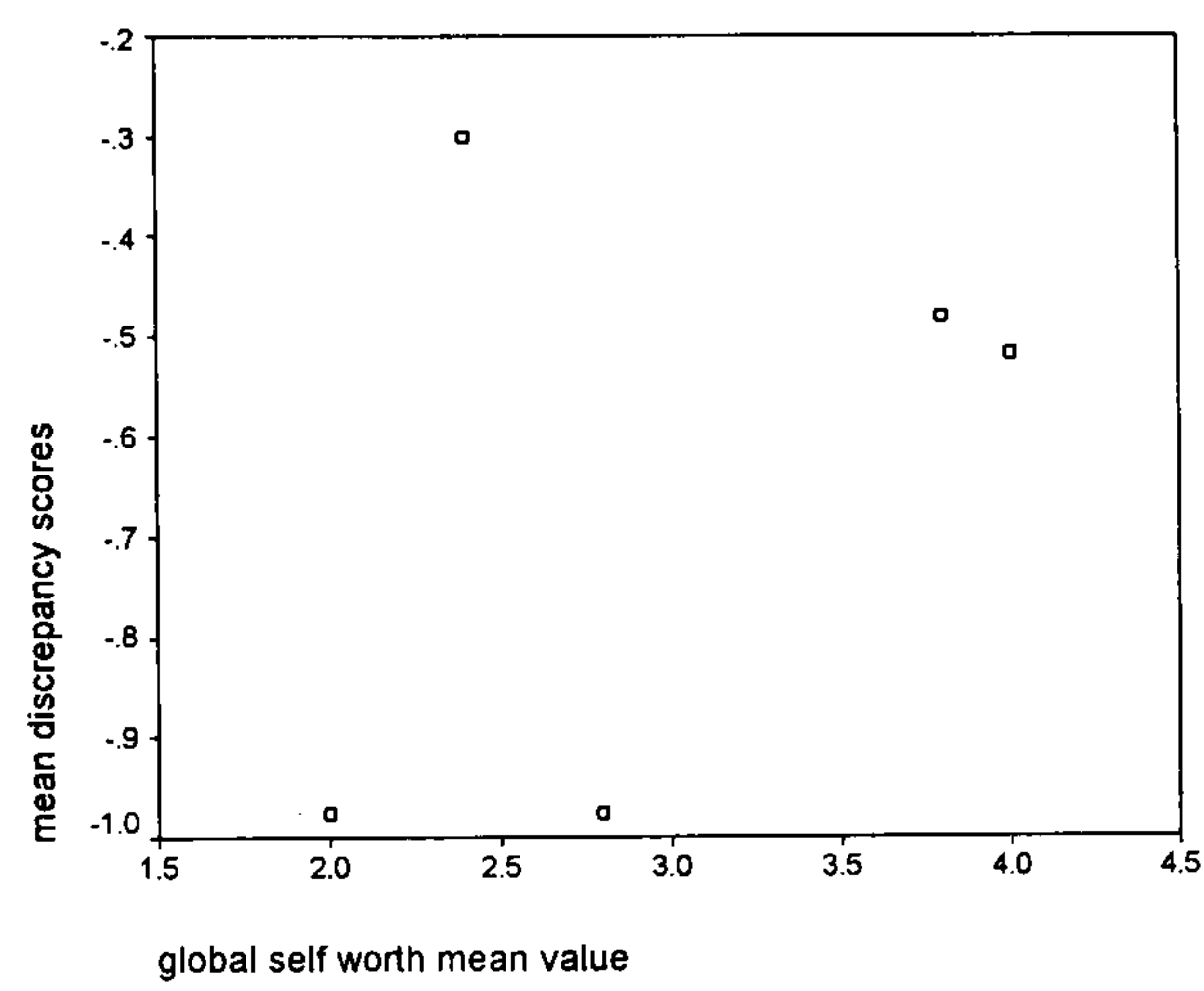
(Fig. 8) State School 1 A-level Parents Mean Discrepancy Score and Global Self-Worth Mean



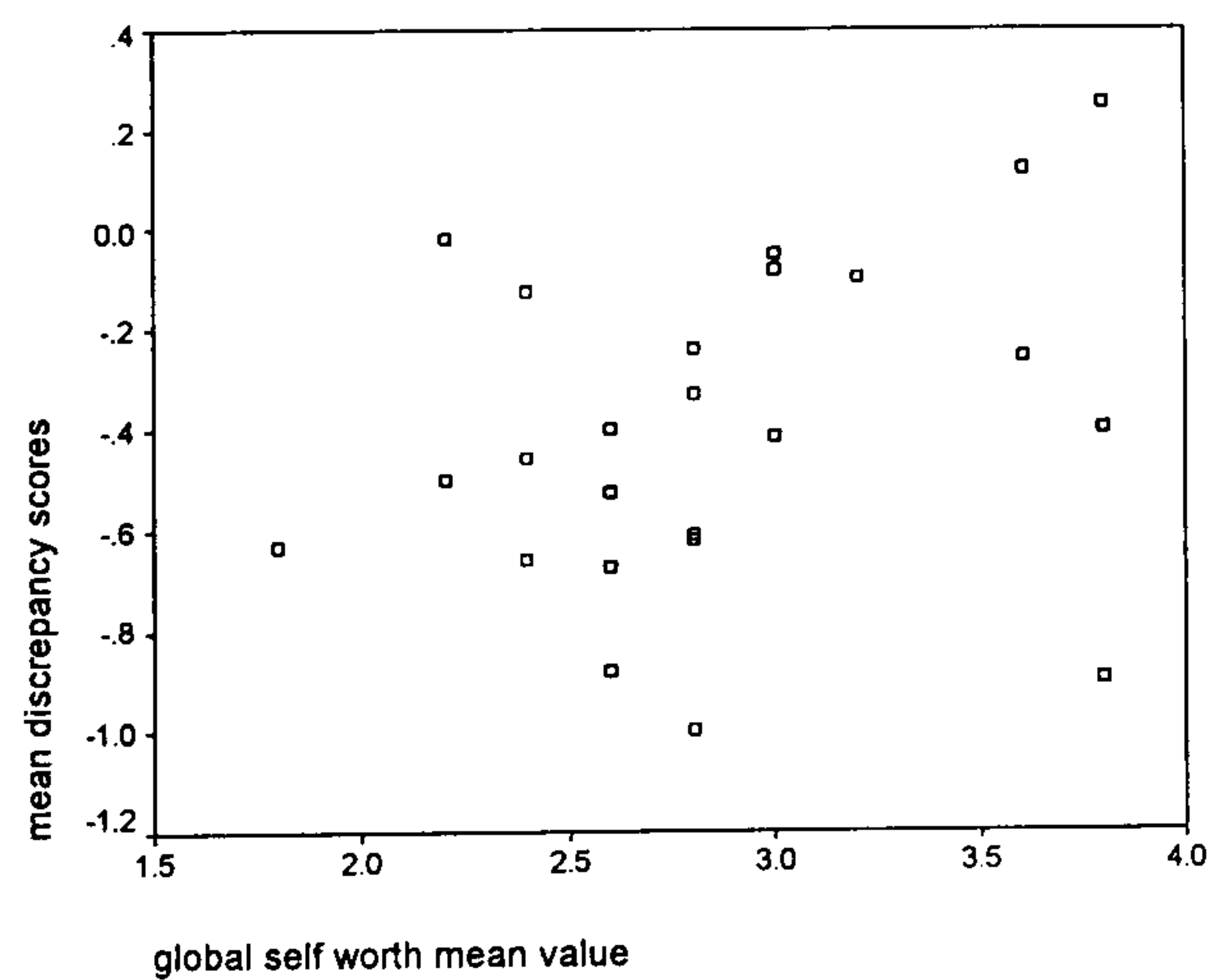
(Fig. 11) Private School 2 A-level Parents Mean Discrepancy Score and Global Self-Worth Mean



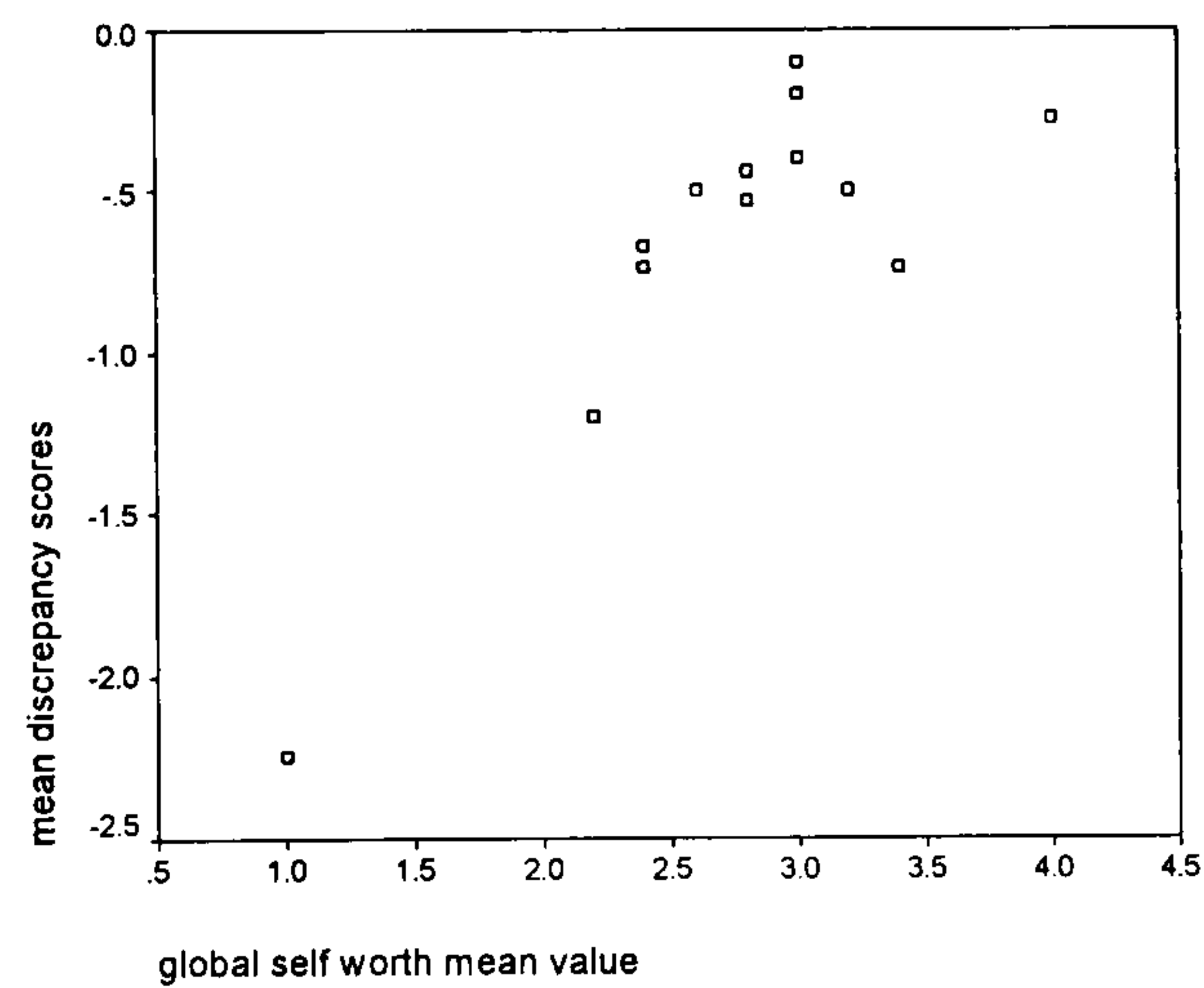
(Fig. 9) State School 2 A-level Parents Mean Discrepancy Score and Global Self-Worth Mean



(Fig. 12) State School 1 Advanced GNVQ Parents Mean Discrepancy Score and Global Self-Worth Mean



(Fig. 10) Private School 1 A-level Parents Mean Discrepancy Score and Global Self-Worth Mean



(Fig. 13) State School 2 Advanced GNVQ Parents Mean Discrepancy Score and Global Self-Worth Mean

For the Advanced GNVQ parent groups (Figures 12 and 13), their global self-worth scores clustered around 2.5 – 3.5, and the majority of these parents had low discrepancy scores varying from –1.0 to -0.1. The student and corresponding parent groups also seemed fairly similar to each other, in relation to their mean discrepancy and global-self worth scores.

Those students who had global self-worth scores of 2.0 or less and a high discrepancy score were identified as students who felt less competent in the areas judged important and had lower global self-worth. A total of 34 students were shown to fit within these criteria. The number of students from each school and course corresponding to this are given in Table 87.

Table 87: Students Identified with Lower Global Self-Worth Scores from Each School and Course

Type of School	Type of Course	Gender	Global Self-Worth Score	Mean Discrepancy Score
State School 1	A-level	Female	1.80	-.48
State School 1	A-level	Female	1.60	-1.27*
State School 1	A-level	Female	1.40	-1.02
State School 1	A-level	Female	1.20	-1.02
State School 1	Advanced GNVQ	Female	2.00	-.60
State School 1	Advanced GNVQ	Male	1.80	-1.43
State School 1	Advanced GNVQ	Male	1.80	-1.44*
State School 1	Advanced GNVQ	Female	1.20	-1.58
State School 1	Advanced GNVQ	Female	1.00	-.95
State School 2	A-level	Female	1.80	-.93
State School 2	A-level	Female	1.60	-1.27
State School 2	A-level	Female	1.40	-1.58*
State School 2	A-level	Female	1.00	-2.00
State School 2	Advanced GNVQ	Female	1.80	-1.31*
State School 2	Advanced GNVQ	Female	1.80	-.94
State School 2	Advanced GNVQ	Male	1.80	-.60
State School 2	Advanced GNVQ	Male	1.60	-.73
State School 2	Advanced GNVQ	Female	1.60	-1.84
State School 2	Advanced GNVQ	Female	1.40	-1.25
State School 2	Advanced GNVQ	Female	1.40	-.65
State School 2	Advanced GNVQ	Female	1.20	-1.74
State School 2	Advanced GNVQ	Male	1.20	-1.85
State School 2	Advanced GNVQ	Female	1.20	-1.97
State School 2	Advanced GNVQ	Female	1.00	-1.63
State School 2	Advanced GNVQ	Female	1.00	-2.09
Private School 1	A-level	Female	1.80	-1.49*
Private School 1	A-level	Female	1.80	-1.49
Private School 1	A-level	Male	1.80	-1.49
Private School 1	A-level	Male	1.00	-2.53
Private School 2	A-level	Female	2.00	-1.50
Private School 2	A-level	Female	1.60	-1.48
Private School 2	A-level	Female	1.40	-.95
Private School 2	A-level	Male	1.40	-1.48
Private School 2	A-level	Male	1.20	-.84*

* These 6 students were interviewed and findings presented later in the qualitative interviews results section.

4.2.5.4 *Correlations of Students' Domain Specific Perceptions of Competence with Global Self-Worth*

Pearson correlations were carried out on domain specific perceptions of competence and with global self-worth, for each of the six student groups (with global self-worth scores of above 2) and the group of students identified as having a lower global self-worth than the rest of the students (i.e. a global self-worth score of 2 or less) (see Table 87). The findings will be presented for each of the six student groups (excluding those with a global self-worth score of less than 2) and the lower global self-worth student group for the competence domains and followed by the importance domains.

Table 88: Correlations of Students' Domain Specific Perception of Competence and Global Self Worth

Competence Domain Name	State School 1 A-Level Group (r)	State School 1 Advanced GNVQ Group (r)	State School 2 A-Level Group (r)	State School 2 Advanced GNVQ Group (r)	Private School 1 A-level Group (r)	Private School 2 A-level Group (r)	Identified Lower Global Self-Worth Group (r)
<i>Scholastic Competence</i>	.48*	-	.38*	.51****	.69****	.43**	.45**
<i>Social Acceptance</i>	.69****	-	-	.61****	.65****	.50***	-
<i>Athletic Competence</i>	-	-	-	-	-	.36*	-
<i>Physical Appearance</i>	.78****	.69****	.65****	.66****	.75****	.62****	.39*
<i>Job Competence</i>	.43*	-	.48***	-	.77****	.67****	-
<i>Romantic Appeal</i>	.49**	-	.54***	.52****	.58***	.43**	-
<i>Behavioural Conduct</i>	.51**	.45*	.33*	.46***	-	-	.66****
<i>Close Friendship</i>	-	.59***	-	.49****	-	-	.43*
<i>Mean Discrepancy Score</i>	.69****	.46*	.73****	.72****	-	.63****	.51***
<p>*$p < .05$ **$p < .01$ ***$p < .005$ ****$p < .001$</p>							

State School 1 A-Level Students

With reference to the State School 1 A-level student group, a number of significant relationships for domain specific perceptions of competence with global self-worth were revealed. The highest positive correlation between global self-worth and the competence domains was found to be with regard to physical appearance. This revealed that that the more students are happy with their physical appearance the higher the

students' global self-worth. This was also found to be the case with social acceptance and global self-worth, where students who felt more socially accepted, revealed higher global self-worth scores, however this relationship was not as strong. Moderate positive correlations were revealed with global self-worth and the domains of behavioural conduct, romantic appeal and scholastic competence. Job competence showed a weak positive correlation and contributed least to global self-worth.

State School 1 Advanced GNVQ Students

In relation to the relationship for domain specific perceptions of competence with global self-worth and the State School 1 Advanced GNVQ group, a number of significant findings were found. The correlation between physical appearance and global self-worth revealed the highest positive correlation, where the happier students felt about their physical appearance, the higher their global self-worth. A moderate positive correlation was also revealed between close friendship and global self-worth where the more confident students felt about their close friendships, the higher their global self-worth scores. The relationship between global self-worth and behavioural revealed the weakest positive correlation.

State School 2 A-level Students

Referring to the State School 2 A-level student group, a number of significant relationships were shown for domain specific perceptions of competence with global self-worth. The correlation between physical appearance and global self-worth revealed the highest positive correlation. This showed that the happier the students felt about their physical appearance the higher their global self-worth. Moderate positive relationships were also found with global self-worth and the domains of romantic appeal and job competence. However, the relationships between with global self-worth and the domains of scholastic competence and behavioural conduct revealed the weakest positive correlations.

State School 2 Advanced GNVQ Students

With regard to the State School 2 Advanced GNVQ student group and the relationships for domain specific perceptions of competence with global self-worth a number of significant findings were exhibited. The high positive correlations shown for global self-worth and physical appearance and social acceptance revealed that the happier the students feel about themselves and the more socially accepted they feel the higher their global self-worth. Moderate positive correlations were also found between global self-worth and the domains of romantic appeal; scholastic competence and close friendship. This shows the positive relationship between these domains and global self-worth. It was also found that the correlation between the domain of behavioural conduct and global self-worth showed the weakest positive relationship.

Private School 1 A-level Students

In relation to the relationships for domain specific perceptions of competence with global self-worth and the Private School 1 A-level student group a number of significant findings were found. Interestingly, the highest positive correlations were revealed with global self-worth and the domain of job competence. This showed that there was a strong relationship in how well they felt that they could do a job and their global self-worth. The correlation between global self-worth and physical appearance was also found to be strong. Two high positive correlations were also revealed between global self-worth and scholastic competence and for social acceptance, although these relationships were not as strong. A moderate positive correlation was also shown between romantic appeal and global self-worth.

Private School 2 A-level Students

In the matter of the Private School 2 A-level student group and the relationships for domain specific perceptions of competence with global self-worth a number of significant findings were revealed. High positive correlations were found with global self-worth and the domains of job competence and physical appearance. These

correlations revealed the strong relationship between feeling competent and doing a job well and feeling happy about their appearance and global self-worth. However, the correlation between social acceptance and global self-worth showed a moderate positive relationship. Three weakest positive correlations were exposed with global self-worth and the following domains: romantic appeal; scholastic competence and athletic competence.

Identified Lower Global Self-Worth Students

With regard to the student group identified with lower global self-worth, a number of significant relationships for domain specific perceptions of competence with global self-worth were revealed. Interestingly, the highest positive correlation with global self-worth was found to be with behavioural conduct. Weak positive correlations were also found with global self-worth for the domains of scholastic competence and close friendship. Interestingly, the weakest correlation with global self-worth was found to be with physical appearance.

4.2.5.5 Correlations of Students' Domain Specific Perceptions of Importance with Global Self-Worth

Pearson correlations were carried out on domain specific perceptions of importance with global self-worth, for each of the six student groups (with global self-worth scores of above 2) and the group of students identified as having a lower global self-worth than the rest of the students (i.e. a global self-worth score of 2 or less). The findings will be presented for each of the six student groups and the lower global self-worth student group for the importance domains.

State School 1 A-level students

With reference to the State School 1 A-level student group, two significant relationships for domain specific perceptions of importance with global self-worth were revealed. A weak positive correlation was found with global self-worth and the importance of job competence ($r = .41, p < .05$). This showed that the greater the importance held on

doing a job well, the higher the global self-worth. Interestingly a weak negative correlation was also revealed between global self-worth and athletic competence importance ($r = -.38, p < .05$). This finding revealed that the lower the importance placed on being good at sports, the higher the global self-worth.

State School 1 Advanced GNVQ students

In relation to the State School 1 Advanced GNVQ student group, no significant correlations were found in the matter of the domain specific perceptions of importance and global self-worth.

State School 2 A-level students

In the matter of the relationships for domain specific perception of importance with global self-worth and the State School 2 A-level student group, two significant findings were revealed. Interestingly a negative moderate relationship was found for the importance of physical appearance and global self-worth ($r = -.45, p < .01$). This showed that the less importance a student places on their physical appearance the higher the student's global self-worth. However, a positive weak correlation was also shown with global self-worth and athletic competence importance ($r = .34, p < .05$).

State School 2 Advanced GNVQ Students

With regard to the State School 2 Advanced GNVQ student group, no significant correlations were found in the matter of the domain specific perceptions of importance and global self-worth.

Private School 1 A-level Students

In relation to the Private School 1 A-level student group, no significant correlations were found in the matter of the domain specific perceptions of importance and global self-worth.

In the matter of relationships for domain specific perceptions of importance with global self-worth and the Private School 2 A-level student group one positive correlation was revealed. The relationship between the domain of social acceptance importance and global self-worth showed a weak positive correlation ($r = .37, p < .05$), where the more importance placed on social acceptance the higher the global self-worth.

Identified Lower Global Self-Worth Students

With regard to the student group identified with lower global self-worth, no significant correlations were found in the matter of the domain specific perceptions of importance and global self-worth.

Differences according to students' global self-worth, i.e. lower and higher, in relation to these five measures were also explored and the findings presented below.

4.2.6 Lower and Higher Global Self-Worth Group Differences

Parametric independent t-tests were carried out on the other variables of interest in order to determine any group differences between those students identified by Harter's self perception questionnaire as having lower global self-worth (i.e. 2 and below) and students with high global self-worth (i.e. 2.1 and above). A total of 34 students were identified with lower global self worth and a total of 174 students were identified with higher global self worth.

4.2.6.1 Main Questionnaire

In relation to the differences between the students with lower global self-worth and the students with higher global self-worth, three significant differences were found in relation to the factors concerned with parent-child communication ($t = 2.37, p < .05$); educational focus ($t = 2.33, p < .05$) and extra-curricular activities ($t = 2.16, p < .05$).

Table 89: Main Questionnaire - Lower and Higher Global Self-Worth Differences

Domain	Lower Global Self-Worth Students (n = 34)		Higher Global Self-Worth Students (n = 174)		Analysis
	Mn	SD	Mn	SD	t
Parent Child Communication	32.44	10.80	28.51	8.42	2.37*
Educational Focus	35.41	9.33	31.52	6.46	2.33*
Extra-Curricular Activities	19.06	3.03	17.50	3.98	2.16*

* $p > .05$

Firstly, it was revealed that students with lower global self-worth perceived significantly less parent-child communication than students with higher global self-worth (Ms = 32.44 vs. 28.51¹⁰). Secondly, students with lower global self-worth believed that they were significantly less educationally focused than students with higher global self-worth (Ms = 35.41 vs. 31.52). Finally, with regard to extra-curricular activities, those students with lower global self-worth felt that there was significantly less importance in extra-curricular activities than those students with higher global self-worth (Ms = 19.06 vs.17.50).

4.2.6.2 Attitudes Towards School Questionnaire

Table 90: Attitude Towards School Questionnaire - Lower and Higher Global Self-Worth Differences

Domain	Lower Global Self-Worth Students (n = 34)		Higher Global Self-Worth Students (n = 174)		Analysis
	Mn	SD	Mn	SD	t
School Satisfaction	2.79	1.49	2.14	0.84	2.47****

**** $p < .001$

With reference to the differences between students with lower global self-worth and students with higher global self-worth and the items on attitudes toward school, a significant difference was found in relation to the item concerned with satisfaction with school ($t = 2.47, p < .001$). It was revealed that students with lower global self-worth felt significantly less satisfied with school than those students identified with higher global self-worth (Ms = 2.79 vs. 2.14¹¹).

¹⁰ Note that questionnaire's 1-5 scale indicated high-low agreement, with lower numbers indicating higher agreement with the statement.

¹¹ Note that questionnaire's 1-5 scale indicated high-low agreement, with lower numbers indicating higher agreement with the statement.

4.2.6.3 Importance of Parents and Friends in Decision Making Questionnaire

With regard to the difference between the students with lower global self-worth and students with higher global self-worth, no significant differences were found in the variables of interest i.e. parent consensus, friends consensus, areas of possible conflict and marginal cross pressures.

4.2.6.4 Future Plans, Expectations and Levels of Disappointment Questionnaire

The findings for the twelve identified year 13 lower global self-worth students and the ninety-four¹² year 13 higher global self-worth students are presented below for each school group concerning students' immediate future plans; students' choice of course and student and parent expectation and disappointment.

4.2.6.4.1 Students' Immediate Future Plans

Lower Global Self-Worth Students

Out of the twelve identified 1 Year 13 students, nine are intending to go to university straight after their course, one student after a gap year and two students wish to take a permanent job. The students were asked about the decision to go to study at university and all ten students admitted that they decided for themselves. The two students were not planning to go to university, where one student cited a preference for a job within travel and the other student undecided.

Higher Global Self-Worth Students

Out of the ninety-four higher global self-worth students, seventy-nine students were intending to go to university straight after their A-levels studies, three students after a gap year, one student commented possibly and eleven students wished to take a permanent job. The students were asked about the decision to go to study at university:

¹² The twelve lower global self-worth year 13 students were found to have an overall global self-worth score of less than 2 and the ninety-four high global self-worth year 13 students were found to have an overall global self-worth score of greater than 2, indicated from Harter's self perception profile.

eleven students decided for themselves, five students were advised by their parents and the other fourteen students significant others. The eleven students who were not planning to go to university cited preferences for permanent jobs: two students wished to have a job abroad in ski resorts; three students wanted to have a job within the travel industry; one student intended to become a nanny, and three students were undecided.

4.2.6.4.2 Students' Choice of Course

Lower Global Self-Worth Students

In relation to the twelve lower global self-worth students, nine students stated that they made the right choice of A-level subjects. However, three students disagreed, with two commenting that some of the subjects were too hard and one admitting that there was not enough choice offered by the school. With regard to the question concerning whether the students made the right choice in taking A-levels, all fifteen students responded that they did.

Higher Global Self-Worth Students

In relation to the ninety-four higher global self-worth students, seventy-seven students stated that they made the right choice of A-level subjects or Advanced GNVQ course. However, seventeen students disagreed: nine students comment that they should have done difference subjects as they did not enjoy them; three students admitted that they would have done better in other subjects; one student commented that they had taken the subjects only for their future career; one student would have liked to have taken different subject but it could not be accommodated by the school; two students believed that other subjects would have been more useful for their future plans and one student stated that two subjects were not as expected. With regard to the question concerning whether the students made the right choice in taking A-levels or an Advanced GNVQ, all ninety-four students responded that they did.

4.2.6.4.3 Student and Parent Expectation and Disappointment

Lower Global Self-Worth Students

In relation to the student and parent expectations with lower global self-worth, a significant high positive correlation was exhibited ($r = .91$, $p < .001$). This showed that there is a very strong relationship between student and parent expectations, whereby the parental expectations of their child's achievements are similar to the students' own expectations. Moreover, the students' own expectations and own disappointment levels, revealed an even stronger positive correlation coefficient ($r = .94$, $p < .001$). This finding showed that the students had particular expectations for their results and would have been disappointed if they did not achieve those particular grades.

Further, the correlation coefficient in relation to parental expectations and parental disappointment levels was similarly high ($r = .95$, $p < .001$). This finding revealed that parents had particular expectations for their child's results and would therefore have been disappointed if they did not achieve those expected grades. However, in relation to the students' own expectations and actual parental disappointment, the exhibited significant positive correlation coefficient was not as high ($r = .83$, $p < .001$). Therefore, the parents had slightly lower expectations than the students had for their course results and the parents would have been less disappointed than the students.

This finding was again reiterated by the correlation coefficient of students' own disappointment level and students' perception of parental disappointment ($r = .87$, $p < .001$). This relationship showed that students' perceived parental disappointment was slightly less than their own disappointment. Interestingly, the correlation coefficient for students' own disappointment level and actual parental disappointment was much higher ($r = .90$, $p < .001$). Therefore, the relationship was stronger and parental disappointment was much more similar to students' own disappointment levels.

In relation to the student and parent expectations with higher global self-worth, a significant high positive correlation was exhibited ($r = .91$, $p < .001$). This showed that there was a very strong relationship between student and parent expectations, whereby the parental expectations of their child's achievements were similar to the students' own expectations. Moreover, the students' own expectations and own disappointment levels, were found to reveal an equally high strong positive correlation coefficient ($r = .92$, $p < .001$). This finding showed that the students had particular expectations for their results and would have been disappointed if they did not achieve those particular grades. Further, the correlation coefficient in relation to parental expectations and parental disappointment levels was similarly high ($r = .91$, $p < .001$). This finding revealed that parents had specific expectations for their child's results and would therefore be disappointed if they did not achieve those grades.

However, in relation to the students' own expectations and actual parental disappointment, the exhibited significant positive correlation coefficient was not as high ($r = .87$, $p < .001$). Therefore, the parents had slightly lower expectations than the students had for their course results and the parents would have been less disappointed than the students. This finding was again reiterated by the correlation coefficient of students' own disappointment level and students' perception of parental disappointment ($r = .87$, $p < .001$). This relationship showed that students perceived that parental disappointment was slightly less than their own disappointment level. Interestingly, the correlation coefficient for students' own disappointment level and actual parental disappointment was slightly higher ($r = .89$, $p < .001$). Therefore, the relationship was stronger and parental disappointment was much more similar to students' own disappointment levels.

4.2.6.5 Students Domain Specific Perceptions of Competence

In the matter of student competence and the domain specific items identified by Harter, a number of significant differences were revealed between students with lower global self-worth and students with high global self-worth.

Table 91: Students Domain Specific Perceptions of Competence - Lower and Higher Global Self-Worth Differences

Domain	Lower Global Self-Worth Students (n = 34)		Higher Global Self-Worth Students (n = 174)		Analysis
	Mn	SD	Mn	SD	t
Scholastic Competence	2.09	0.65	2.80	0.63	-5.98****
Job Competence	2.43	0.69	2.99	0.58	-4.96****
Social Acceptance	2.43	0.80	3.05	0.55	-4.39****
Close Friendship	2.85	1.06	3.25	0.68	-2.14*
Physical Appearance	1.41	0.45	2.46	0.65	-11.36****
Romantic Appeal	1.98	0.55	2.52	0.62	-4.75****
Athletic Competence	2.06	0.75	2.47	0.78	-2.83****
Behavioural Conduct	2.28	0.69	2.76	0.52	-3.91****
Global Self-Worth	1.544	0.48	2.98	0.51	-5.98****
Mean Discrepancy Score	-1.30	0.51	-0.50	0.40	-8.59****

* $p < .05$ ** $p < .01$ *** $p < .005$ **** $p < .001$

It was found that the students with lower global self-worth perceived that they were significantly less competent than the students with higher global self-worth in the following domains: scholastic competence ($t = -5.98, p < .001, Ms = 2.09$ vs. 2.80^{13}); job competence ($t = -4.96, p < .001, Ms = 2.43$ vs. 2.99); social acceptance ($t = -4.39, p < .001, Ms = 2.43$ vs. 3.05); close friendship ($t = -2.14, p < .05, Ms = 2.85$ vs. 3.25); physical appearance ($t = -11.36, p < .001, Ms = 1.41$ vs. 2.46); romantic appeal ($t = -4.75, p < .001, Ms = 1.98$ vs. 2.52); athletic competence ($t = -2.83, p < .001, Ms = 2.06$ vs. 2.47); behavioural conduct ($t = -3.91, p < .001, Ms = 2.28$ vs. 2.76) and global self-worth ($t = -5.98, p < .001, Ms = 1.54$ vs. 2.98).

For the calculated mean discrepancy scores (i.e. discrepancy between domain competence and domain importance) the significant difference ($t = -8.59, p < .001$) revealed that students with lower global self-worth showed significantly larger mean discrepancy scores than students with higher global self-worth ($Ms = -1.30$ vs. $-.50$).

¹³ Note that questionnaire's 1-4 scale indicated low-high agreement, with higher numbers indicating higher agreement with the statement.

4.2.6.5 Students Domain Specific Perceptions of Importance

With regard to student importance and the domain specific items identified by Harter, one significant difference was revealed in the domain of physical appearance, between those students identified as having lower global self-worth and those students identified as having higher global self-worth.

Table 92: Students Domain Specific Perceptions of Importance - Lower and Higher Global Self-Worth Differences

Domain	Lower Global Self-Worth Students (n = 34)		Higher Global Self-Worth Students (n = 174)		Analysis
	Mn	SD	Mn	SD	t
Physical Appearance	3.29	0.85	2.79	0.75	-3.52***

**** $p > .005$

For physical appearance the significant difference ($t = -3.52, p < .005$) showed that the students with lower global self-worth believed in the importance of their physical appearance significantly more than the students with higher global self-worth ($M_s = 3.29$ vs. 2.79^{14}).

4.3 SUMMARY OF QUALITATIVE FINDINGS

Similarities and differences were found between the parents and students, the state and private schools and the A-level and Advanced GNVQ courses in the exploring the research questions and hypotheses and are presented in the tables below. A summary of the key findings from the quantitative study which will be considered further in the discussion chapter (Chapter six) are presented in the tables below.

As demonstrated by the below table (table 93), a number of common themes and trends emerged from the findings. This included the parents overall belief that they communicated well with their children, had influence on their children’s education, revealed high grade expectations, and had high opinions of courses their children study

¹⁴ Note that questionnaire’s 1-4 scale indicated low-high agreement, with higher numbers indicating higher agreement with the statement.

and thereby the schools that they attend. In addition parents and students generally agreed that parental advice was important for long-term educational and future decisions, and friends’ advice was important for short-term social issues. Parents high academic expectations may have attributed to students’ lowered work orientation and as a result may give rise to increased internal pressure on students to achieve their parents’ expectations and hence students’ may feel tension regarding academic matters.

Table 93: Summary of Findings (a) Source (Parents and Students)

Source Summary
Parents and Students
<ul style="list-style-type: none"> Parents declared better parent-child communication and greater parental expectations and influence Parents believed that their children were educationally focused at school and could see the relevance of their schoolwork to everyday life more than the students themselves Parents attached more importance to carrying out extra-curricular activities than their children did State School 2 parents claimed that students were even more educationally focused than the State School 2 students and the State School 1 students and parents claimed that they were State School parents had more positive attitudes towards the quality of the educational programmes their children were undertaking and declared greater satisfaction with the schools than the State School students Advanced GNVQ parents had more positive opinions than the students of the Advanced GNVQ teachers’ competency and the quality of the Advanced GNVQ courses and thereby the schools that the students attended Advanced GNVQ State School 1 parents thought that the teachers were competent more than the Advanced GNVQ State School 1 students and the State School 2 students and parents State School parents believed that their children were learning all they could from their school experience more than the State School students Advanced GNVQ parents claimed students were less involved in their school choice than the students felt they were Parental expectations and student expectations for their course grades were equally high State School 2 parents revealed that they would be disappointed if their children did not reach their expectations and Private School parents revealed that they would be less disappointed if their children did not reach their expectations Parents thought that students considered their advice on personal problems and intimate matters to be more important than students thought State School 2 parents and the two Private School parent groups believed that their advice on personal issues and problems was more important than friends’ advice than the students thought A-level parents believed their children would turn to them for advice on intimate matters rather than their friends more than students thought Advanced GNVQ parents thought that decisions and advice on which social events and which extra-curricular activities the students should attend was more appropriate for their friends to advise them on than themselves. However Advanced GNVQ students noted that they thought this was less so State School 1 Advanced GNVQ parents perceived friends’ advice to be important in deciding which groups to join and for advice on how often to date to be more important than the State School 1 Advanced GNVQ students and State School 2 Advanced GNVQ parents A-level parents believed that students were motivated to do well in school more than the A-level students and Advanced GNVQ students and parents Students claimed that they were less work oriented than their parents believed State School 2 students felt that they were less work oriented than the State School 2 parents and the State School 1 parents claimed Students claimed to require student security more than the parents believed A-level students’ level of motivation was less due to the indirect pressure and strong influence exerted by their parents A-level students claimed they had future aspirations more than the A-level parents believed they had State School 2 A-level students and Private School 2 A-level students were shown to have higher grade expectations than their parents had for them Students own expectations for their course grades and their levels of disappointment were similar

(cont.)
<i>Source Summary</i>
Parents and Students
<ul style="list-style-type: none"> Students believed their parents had lower expectations and would be less disappointed if the students did not achieve their expected grades Students and actual parental disappointment levels were much more similar to each other than students perceived them to be. Hence student and parent expectations and disappointments for students' academic achievement were similar Students reported they had better peer communication than the parents thought. Students valued their friends' opinions and actions and believed that they had good relationships with their friends Student groups found it more appropriate to approach their friends for advice on personal problems and intimate matters more than the parent groups believed A-level students sought advice from friends on the short-term issues of deciding which social events to attend and commitment to their boyfriend or girlfriend more than the parents thought they did

There were also a number of interesting differences found between the two types of school explored in the study. The private schools highlighted a number of 'trademark' characteristics in current society. As can be seen in the table below, the private school students showed good knowledge of their parent's attitudes, views and expectations towards their education. These private school students were motivated and satisfied; they placed high importance on being socially accepted, job skills and good behaviour, in contrast to the state school students.

Table 94: Summary of Findings (b) School Type (Private and State Schools)

<i>School Type: Private and State Schools Summary</i>
State School A-Level Groups and Private School A-Level Groups
<ul style="list-style-type: none"> The two Private Schools perceived extra-curricular activities to be more importance than the two State Schools The Private School 1 and Private School 2 A-level parents felt that being scholastically competent was more important than for the State School 1 A-level parents Private School 2 A-level students believed their friends' advice was most important on deciding which groups to join, whereas the State School 1 A-level students thought their friends advice was much less important State School 1 A-level group noted that student security was greater than the Private School 2 A-level group Private School 1 A-level group reported that students were less work oriented than the State School 1 A-level group Private School 1 A-level group felt that students saw a purpose in what they were studying in the context of their everyday lives more than the other three A-level groups State School 2 A-level group felt students were less school focused than the State School 1, Private School 1 and Private School 2 A-level groups Private School 2 A-level group believed the teachers were competent more than the State School 1 A-level group and the educational programme students were undertaking were of high quality more than the State School 1 A-level group and Private School 1 A-level group The two Private Schools showed good student-parent agreement for teacher competency and the quality of the educational programme offered to students; they saw the overall benefits of studying these courses in these schools Private School 2 A-level group believed that students were motivated and satisfied with the school overall more than the State School 1 and State School 2 A-level groups Private School 2 students believed in the importance of being socially accepted and being liked by others and also in the importance of having job skills more than the State School 1 A-level students State School 2 male A-level students believed that job skills were less important than the State School 2 A-level female students, Private School 1 A-level students and Private School 2 A-level students Private School 2 A-level students felt that good behavioural conduct was important more than State School 1 State School 2 and Private School 1 A-level students

In respect of the two state schools, it appeared that there was greater dissimilarity between each other than similarity as outlined in Table 95 State School 1 students valued peer group friendships on a variety of issues, for example with extra-curricular activities and overall were more satisfied with their school. In contrast the State School 2 students revealed higher parental involvement in relation to both their educational and social activities.

Table 95: Summary of Findings (c) School Type (State School 1 and State School 2)

<i>School Type: State Schools Summary</i>
State School 1 and State School 2
<ul style="list-style-type: none"> State School 2 claimed more parent-child communication and parental expectations and influence than State School 1 State School 2 thought students were less school focused than State School 1, Private School 1 and Private School 2 thought State School 2 reported future aspirations less than State School 1 and Private School 1 State School 1 believed that students would turn to their friends more for advice on which extra-curricular activities to take up than the State School 2 State School 1 Advanced GNVQ believed that friends' opinions on which extra-curricular activities to take up were more important than parents' opinions, whereas State School 2 Advanced GNVQ students believed this the least State School 1 Advanced GNVQ believed students had greater peer communication and also reported that students sought advice from their friends for issues on how to dress more than the State School 2 Advanced GNVQ group State School 2 group believed friends' advice was most important for social issues of attending discos and clubs State School 1 thought that friends' advice on personal problems and information on intimate matters was considered to be more important than parental advice, whereas State School 2 believed that students considered parental advice on these issues to be more important than friends' advice State School 2 parents believed their advice was most important for discussions on which course to take at A-level or Advanced GNVQ, whether to go to university and the choice of university more than State School 1 parents State School 2 Advanced GNVQ parents considered their opinion was most important for decisions on choosing a university whereas the State School 1 Advanced GNVQ parents believed that their opinion was much less important State School 1 Advanced GNVQ believed that students considered parental advice in choosing a university to be less important in contrast to State School 1 A-level, State School 2 A-level and State School 2 Advanced GNVQ State School 1 A-level and Advanced GNVQ groups claimed that students saw a purpose between what they were studying and their everyday lives more than the State School 2 A-level and Advanced GNVQ groups State School 1 Advanced GNVQ thought the teachers were competent more than the State School 2 Advanced GNVQ State School 1 group felt more satisfied with the school than the State School 2 group State School 1 Advanced GNVQ group reported less educational focus than the State School 2 Advanced GNVQ State School 1 A-level and Advanced GNVQ students believed they had the ability for scholastic performance and regarded themselves as scholastically competent more than State School 2 A-level and Advanced GNVQ students

In contrast to the two state schools, the two private school groups revealed greater similarity with each other than dissimilarity. Table 96 highlights that the students in both private schools had good knowledge of their parent’s attitudes, views and expectations toward their education.

Table 96: Summary of Findings (d) School Type (Private School 1 and Private School 2)

<i>School Type: Private Schools Summary</i>	
Private School 1 and Private School 2	
•	Private School 2 group reported that students greater educational focus than the Private School 1 group thought
•	Private School 2 group revealed good student-parent agreement in relation to parent-child communication
•	Private School 1 group exhibited a stronger relationship and agreement between parents and students concerning parental expectations and influence

With regard to the two course types, table 97 reveals a number of interesting and key differences with issues, such as parental influence, opinion of the two types of courses, students level of scholastic competence, motivation and overall school experience.

Table 97: Summary of Findings (e) Course Type (A-Level and Advanced GNVQ)

<i>Course Type Summary</i>	
A-level and Advanced GNVQ	
•	A-Level group declared better parent-child communication and greater parental expectations and influence than the Advanced GNVQ group
•	A-level group believed that students were more educationally focused at school and can see the relevance of their schoolwork than the Advanced GNVQ group
•	A-level Group felt that students were more educationally focused than the Advanced GNVQ group
•	A-level group reported that these students were more work oriented and have greater future aspirations than the Advanced GNVQ group
•	A-level students had similarly high academic expectations as their parents had for them
•	A-level group report school focus more than the Advanced GNVQ group
•	A-level students believed that they were scholastically competent more than Advanced GNVQ students
•	State School 1 A-level group considered parental advice to be more important for advice on taking up a part-time job than the State School 1 Advanced GNVQ group
•	State School 2 A-level group thought that friends' advice was important for advice on how to dress it more than the State School 1 A-level and State School 2 Advanced GNVQ groups
•	State School 1 Advanced GNVQ group claimed students were less educationally focused than the State School 2 Advanced GNVQ and the State School 1 and State School 2 A-level groups. The State School 2 Advanced GNVQ group also claimed that students were less educationally focused than the State School 1 A-level group
•	Advanced GNVQ group believed that the quality of the educational programme was high and claimed that students saw a purpose between what they were studying and their everyday lives more than the A-level group
•	Advanced GNVQ group thought that students were learning all that they could from their school experience more than A-level group thought
•	State School 1 Advanced GNVQ group believed their teachers were competent more than State School 1 A-level group
•	Advanced GNVQ group believed that students were less motivated than the A-level group believed and in particular the State School 1 Advanced GNVQ group thought that students were less motivated than the State School 1 A-level State School 2 A-level and Advanced GNVQ groups
•	State School 1 Advanced GNVQ group believed that students would turn to their friends more for advice on which extra-curricular activities to take up than State School 1 A-level, State School 2 A-level and Advanced GNVQ groups
•	Advanced GNVQ students thought that it was important to be socially accepted more than A-level students
•	Advanced GNVQ students from both State Schools declared that made the right choice of subject
•	Many A-level students thought that they did not make the right choice of subject; some students admitted that they thought that they could have done better if they had chosen other subjects
•	All A-level students believed that they made the right choice in taking the A-level course and all Advanced GNVQ students declared that they made the right choice in taking the Advanced GNVQ course
•	Year 13 A-level and Advanced GNVQ students revealed that the majority of students wished to go to university
•	Greatest number of students who intended to take up a permanent job belonged to the two Advanced GNVQ groups

As can be seen in table 98 a number of differences were also revealed between the males and females. These include the differing types of friendships the male and female students wish to form and students’ perception of their physical appearance.

Table 98: Summary of Findings (f) Gender (Males and Females)

<i>Gender Summary</i>	
Males and Females	
•	Female students believed that they have the ability to form close friendships to share personal thoughts and secrets with more than the male students
•	Male students felt that student security was greater for them than for the female students
•	Male Advanced GNVQ parents believed that their advice is important on whether to take up a part-time job more than the female Advanced GNVQ parents
•	Female A-level parents believed that they were more able to form close friendships and were more socially accepted
•	Female State School parents felt that it was important to have close friendships to share personal thoughts and secrets with more than male State School parents
•	The female A-level parents also believed they themselves were more job competent than the male A-level parents thought about themselves
•	State School female students perceived that they were job competent more than the State School male students
•	State School male students believed they were athletically competent and it was important to do well at sports more than the State School female students
•	Male parents believe that they are more athletically competent than the female parents
•	Male Advanced GNVQ students believed that they were happy with their physical appearance more than the female Advanced GNVQ students
•	Females in both State Schools believed that the educational programmes offered were of high quality more than the males in both State Schools
•	Female students considered it important to be scholastically competent job competent have good behavioural conduct and be happy with their physical appearance more than the male State School students
•	State School male students revealed higher global self-worth than the State School female students

Finally, table 99 reveals that there were clear differences between students with lower and high global self worth, in areas including parent-child communication, educational matters, job competence, peer group friendships and physical appearance. Further revealed is the similarity between all students in relation to how they viewed their parents’ expectations and their own expectations.

Table 99: Lower and Higher Global Self Worth Student Groups Summary

<i>Global Self-Worth Summary</i>	
Lower and Higher Global Self Worth Student Groups	
•	Lower global self-worth students perceived less parent-child communication, believed they were less educationally focused and felt extra-curricular activities were less important than higher global self-worth students
•	Lower global self-worth students felt less satisfied with school than the higher global self-worth students
•	Students with lower global self-worth perceived that they were less motivated less scholastically competent and less job competent than the students with higher global self-worth
•	Students with lower global self-worth felt less happy with their physical appearance and believed that their romantic appeal to others was less than the students with higher global self-worth
•	Students with lower global self-worth perceived that they were less socially accepted and had fewer close friendships than the students with higher global self-worth
•	Students with lower global self-worth believed that they were less athletically competent and their behavioural conduct was less than satisfactory to them than the students with higher global self-worth
•	Students with lower global self-worth believed in the importance of their physical appearance significantly more than the students with higher global self-worth
•	Parental expectations of their child’s achievements were similar to the students’ own expectations

(cont.)
<i>Global Self-Worth Summary</i>
Lower and Higher Global Self Worth Student Groups
<ul style="list-style-type: none"> • Students' own expectations and own disappointment levels revealed that the students have particular expectations for their results and would be disappointed if they did not achieve those particular grades • All students with higher and lower global self worth estimated that their parents judged their abilities less favourably and expected them to achieve less • All students' with higher and lower global self worth own disappointment and actual parental disappointment revealed parental disappointment to be much more similar to the students own disappointment levels

The issues investigated in the quantitative study were explored even further in a qualitative study. This qualitative element to the research, through the use of in-depth interviews, enabled access to students' feelings about their own educational worlds and facilitated an exploration of the 'voices' of the students themselves. The next chapter reviews the methodology of this qualitative research design. A thematic approach was undertaken in the analysis of these students' individual interviews and the findings of this second study explained.

5. STUDY 2 – QUALITATIVE STUDY

This chapter presents a detailed account of the methodology of the qualitative study, including the pilot study and the main study. The procedure of performing the analysis within a thematic approach is also discussed. This chapter also reports on the seven key themes, in turn, which emerged from the qualitative study namely: parents; peers; teachers; student; education; school and importance.

5.1 METHODOLOGY

5.1.1 Pilot Study¹⁵

5.1.1.1 Participants

The data were gathered from six upper sixth form students. One student was at a private school and five students were from a sixth form college in the Midlands. Three of the students were male and three female. Five of these students were undertaking A-levels and one an Advanced GNVQ. The data were responses to the interview questions.

5.1.1.2 Materials

A set of 23 interview questions were specifically designed for this pilot study. The questions contained items which focused upon the content areas of the questionnaires in study 1, including areas such as academic achievement, future aspirations, parent-child relationships, expectations and disappointments. The questions were developed from the previous studies in order to elicit extra qualitative information.

Confidentiality was ensured and all students agreed to be tape-recorded using a Sony tape-recorder.

¹⁵ A pilot study was also carried out for study one which formed the basis of the MPhil document.

5.1.1.3 Procedure

The interviews were carried out in a quiet room, with the researcher and the interviewee present only. The researcher tried to make the student feel at ease and make the interview as a friendly conversation, but ensuring all questions were asked and extra questions were not leading. The interviews were timed, and there was no time limit pressure.

The results from the transcripts in the pilot study led to only a few minor revisions of the questions, to ensure that the questions from the researcher were not misleading, ambiguous or directional. The interviews lasted approximately 30 minutes, and it was felt that these interviews were appropriate in length and that these questions were eliciting the appropriate responses for interesting qualitative data analysis.

5.1.2 Main Study

5.1.2.1 Participants

Students were selected for interview from the same lower and upper sixth form private and state schools that had completed all the questionnaires in study 1. These students were identified for interview from Harter's Self-Perception Profile questionnaires (measure four) with higher mean discrepancy scores (competence minus importance). These mean discrepancy scores were calculated using the two questionnaires, perceived competence and perceived importance. A high discrepancy occurs if a student feels that certain domains are very important, but their competence levels are low in these areas, and a low discrepancy occurs if a student feels competent in the areas judged as important (see Appendix V for calculation of discrepancy score). The students identified by the self-perception questionnaires as having lower global self-worth, had global self-worth scores of 2 and below *and* a high discrepancy score (see Appendix V for graph of Harter's normative pattern on the relationship between global self-worth and mean discrepancy score).

Table 100: Students Identified with Lower Global Self-Worth and a High Discrepancy Score

School	Course	Number of Students identified with lower Global Self-Worth and a High Discrepancy Score		
		Male	Female	Total
State School 1	A-Level	0	4	4
State School 1	Advanced GNVQ	2	3	5
State School 2	A-Level	0	4	4
State School 2	Advanced GNVQ	3	9	12
Private School 1	A-Level	2	2	4
Private School 2	A-Level	2	3	5

Private schools:

9 A-level students (from Private School’s 1 and 2) were identified and 6 (2 from Private School 1 and 4 from Private School 2) agreed to be interviewed. The students’ mean age was 17:1 (range 16:9. – 17:6) and 1 student was female and 5 male.

State schools:

8 A-level students (from State School’s 1 and 2) were identified and 7 (3 from State School 1 and 4 from State School 2) students agreed to be interviewed. The students’ mean age was 17:5 (range 16:11 – 18.0), and 6 students were female and 1 male.

17 Advanced GNVQ students (from State School’s 1 and 2) were identified and 5 students agreed to be interviewed (2 from State School 1 and 3 from State School 2). The students’ mean age was 17:5 (range 16:7 – 18:6), and 4 students were female and 1 male.

There were therefore a total of 18 interviews carried out from all four schools and two course types.

5.1.2.2 Materials

A set of 23 interview questions were designed for study 2 (see Appendix VI). The interview questions were structured and were open-ended allowing students to give full answers. Semi-structured interviews were chosen for this study as they provide the

opportunity to explore these issues through personal accounts in the students own 'voice', giving their perceptions and views, and thereby presenting a full picture of the areas being researched. The interview contained items which focused upon the content areas of the questionnaires in study 1 and included the areas of choice, influence, future plans, competence, type of school, expectations, disappointments and important aspects of life.

Example question:

Question 2:

Who do you think influenced you the most in choosing your particular course?

Confidentiality was ensured and all students agreed to be tape-recorded using a Sony tape-recorder.

5.1.2.3 Procedure

A list of lower global self-worth students' dates of birth, gender and school class were given to the teachers from the researcher in all the schools. The teachers were asked to identify these students and ask these students if they wished to be interviewed. The researcher and teachers arranged convenient times when those students who had agreed to participate could be interviewed.

The interviews were carried out in a quiet room, with the researcher and the interviewee present only and lasted about 30 minutes. The researcher tried to make the student feel at ease before the tape-recorder was started. The researcher also tried to make the interview more like a friendly conversation, but made sure all questions were asked with no time limit pressure. The students were assured of confidentiality and were made aware of the right to withdraw from the interview at anytime, and that the tape would be destroyed. The students were encouraged to give a full response to the questions asked if one word answers were given, by asking extra questions, such as 'why is that?' and 'why do you think that?'

After the interview had finished, the students were again ensured confidentiality and of the right to withdraw. The students' identifying reference code from the questionnaires and date of birth were written onto the tape for identification.

Qualitative thematic analysis was carried out on six, i.e. one interview for each school and course type, out of the 18 interview data set. One interview from each school and course type was chosen to give additional insight and increased comprehension of the effects that the expectations, aspirations and relative influences have on students with lower global self-worth. These six interviews were chosen randomly to be analysed. Meaning is central to thematic analysis and the aim is to understand the content and complexity of those meanings and hence to explicate the students' versions of their feelings about their educational world. This type of analysis is a way of identifying the themes that emerge from interview data and allows for common themes to be explored from the qualitative interview data. The following procedure¹⁶ was carried out on the six transcripts in order that the key themes and sub-ordinate themes could be developed.

1. The first transcription was read several times and anything interesting or significant about what the student's were saying was noted on the right hand margin. The transcripts were read a number of times to ensure that no potentially important themes had been missed. Some of these comments were *in vivo*, i.e. the words were taken from the interview text itself, so that the comments offered a true representation of what the student said.

For example the State School 1 A-level student states:

"If they're [parents] unhappy with it, then they suggest other options, like you know to change degree or to take a year out or do something like that..."
[State School 1 A-Level (K)]

The above statement from the State School 1 A-level students raised the issue of her parents influencing her educational choices if they are not happy with her decisions.

¹⁶ The analytic procedure was taken from Smith, Harré and Langenhove (1995)

2. The left margin was used to note potential emerging themes i.e. key words that capture the intuitive essence of what is written emerging from the comments on the right hand margin. In the example given above the sub-ordinate theme of parental influence was thought to be the most appropriate term for this student's comment.
3. The emerging themes were listed on a separate sheet of paper and the connections between them were explored. These themes were then placed on file cards and then transferred onto the computer. They were also marked on the text so that they were easily traceable back to the file cards and vice versa.
4. The same procedure was carried out for the next transcription, until all six transcriptions had been analysed. The themes expanded as each transcript explored.
5. Once all the file cards had been completed they were sorted into groups in order that these sub-ordinate themes fit into the appropriate key theme. These key themes and sub-ordinate themes describe the essence of the data. For example, the sub-ordinate theme of parental influence was found to emanate from the key theme of parents.

Seven key themes emerged from the six transcripts analysed: parents; peers; teachers; student; education; school and importance. The key themes and sub-ordinate themes are presented in table II and the findings for each of these key themes are presented in the next section.

5.2 RESULTS

Thematic analysis was carried out on the interview transcripts of six year 13 students identified as having lower global-self worth according to Harter's Self-Perception Profile of lower than 2.0 and a higher discrepancy score. This types of analysis was most appropriate because the aim was to try to underswtand the content and complexity of the students' 'voice' by engaging in an interpretative relationship with the transcripts. One student was randomly selected from each school type and course type out of those interviewed, in order to increase the understanding of the effects that expectations,

aspirations and relative influences have on students in the different school types and course contexts. Table 101 below shows the details of these students’ school type, course type, gender, global self-worth and mean discrepancy score.

Table 101: Details of the Six Students Interviewed

Interview Identifier	School	Course	Gender	Global Self-Worth	Mean Discrepancy Score
K	State School 1	A-Level	Female	1.6	-1.27
P	State School 1	Advanced GNVQ	Male	1.8	-1.44
M	State School 2	A-Level	Female	1.4	-1.58
A	State School 2	Advanced GNVQ	Female	1.8	-1.31
I	Private School 1	A-Level	Female	1.8	-1.49
Q	Private School 2	A-Level	Male	1.2	0.84

The individual interviews carried out enabled the issues examined in the quantitative study to be explored even further by accessing the students’ feelings about their own educational worlds. During these interviews, a number of students expressed that it was the first time anyone had asked any such questions on these issues; and for some students, they felt empowered. Seven key themes emerged: parents; peers; teachers; student; education; school and importance. The key themes and sub-ordinate themes further augmented a number of the findings from the quantitative study, giving possible pointers to the key issues raised. It also generated some additional content areas not previously highlighted in the first study. Table 102 shows the key and sub-ordinate themes whereby some themes were *in vivo* i.e. the words were taken from the interview text itself, and some were not. The results will be presented for each of the key themes in turn highlighting the similarities and differences between these students.

5.2.1 Parents

In relation to the key theme of parents, the students disclosed a number of interesting sub-ordinate themes. The sub-ordinate themes to be presented are as follows: *parental*

PARENTS	PEERS	TEACHERS	STUDENT	EDUCATION	SCHOOL	IMPORTANCE
Parental Expectations	Peer Influence	Teacher Pressure	Student Expectations	Educational Enjoyment	School Atmosphere	Importance of Happiness
Parental Influence	Peer Acceptance	Teacher Competency	Student Motivation	Educational Choices	Schools Preparation of Students into Adulthood and Independence	Importance of Family
Parent-Child Communication	Peer Conformity	Teacher Disappointment	Self Influence in Course Choice	A-Levels as the Norm	School Satisfaction	Importance of Friendships
Parental Involvement	Peer Pressure	Teacher Influence	Students Awareness of Academic Self	Alternative Choices	School Facilities	Importance of Courage
Parental Comparisons	Peer School Friendships		Scholastic Competence	Past Experience	School Proximity	Importance of Religious Faith
Parental Pressure			Future Aspirations	Course Interest	Class Size	Importance of Satisfaction
Parental Disappointment			Grade Reflection on Work and Effort	Studying as the Norm	School Size	Importance of Good Relationships
Family Pressure			Student Disappointment	University as the Norm	School Expectations	Importance of Life Experience
			Student Perception of Own Grade Ability	Educational Effort	School Experience	
			Student Potential	Educational Focus	School Disappointment	
			Student Academic Competition	Educational Importance		
			Student Perception of Own Ability	Perception of Courses		
			Student Pressure to Achieve	Course Influence on Future Plan		
			Student Comparison (with others)	A-level Choice Unavailable Option		
			Student Academic Worth	Future Career Choice		
			Student Pressure to go to University	Natural Choice		
			Self-Esteem	Career Goal		
			Student Stress	Schoolwork Satisfaction		
			Self-Confidence			
			Conformity			

expectations; parental influence; parent-child communication; parental pressure; family pressure; parental involvement and parental disappointment. These themes gave real insight into the students' perceptions of their parents and families communicative relationships, expectations, disappointments and influence for their education; an area important to this study.

With regard to students' perceptions of parental expectations for the students' education, the State School 1 Advanced GNVQ student, State School 2 and Private School 1 A-level students disclosed that their parents stress the importance of education to them:

“My mum thinks it's very important...she didn't go on and get further qualifications and she regrets that now and she says that further education and everything is important, but my dad he doesn't really bother, he's not really bothered in education or anything.” [State School 1 Advanced GNVQ (P)]

“...they see it as something to fall back on, because that's what happened to my mum.” [State School 2 A-level (M)]

“It's like both my parents are like really well educated...they've always known the importance of going to university and stuff like that, like it sets you up for life.” [Private School 1 A-level (I)]

Moreover, it was found that both State School 1 students, the State School 2 and both Private School A-level students believed that their parents expected them to finish their school education and go to university:

“My parents are very very determined that me and my brother definitely finish our education. My mum really wants me to go to university. My dad isn't really bothered as long as I get you know, a good job, and I'm not you know starving for money or anything like that.” [State School 1 A-level (K)]

“...my mum would like it if I went onto university...and my dad just couldn't care less really.” [State School 2 Advanced GNVQ (A)]

“[Future plans] I think just to go to university and get a job, and that's it really...it's like they see it as something to fall back on...” [State School 2 A-level (M)]

“...there's never been a question of me not going to university...she does think it's important.” [Private School 1 A-level (I)]

“...they’ve both been to university...so I think they’d be very keen for us to go to university, but again that’s down to us I think.”

[Private School 2 A-level (Q)]

Interestingly, the State School 1 and Private School 2 A-level students disclosed that their parents expected them to specifically undertake the A-level course:

“I think, that’s one thing that I’ve always expected my parents wanted me to do...I’ve got a twin brother doing GNVQs and I have a feeling that although my parents are happy with him doing that, they would prefer him to do A-levels, so.”

[State School 1 A-level (K)]

“It’s only they’d be, they’d have been more keen for me to go to A-levels than for me to go to university, if that makes sense.” [Private School 2 A-level (Q)]

However, the State School 2 Advanced GNVQ student noted that she believed that her parents did not have particular expectations for her:

“I think it was as long as it was what I wanted to do then they’re not that bothered.”

[State School 2 Advanced GNVQ (A)]

The sub-ordinate theme of parental influence disclosed a number of issues. The State School 1 and State School 2 A-level students and the Private School 2 A-level student revealed that their parents had some influence on their future options:

“If they’re unhappy with it, then they suggest other options, like you know to change degree or to take a year out or do something like that...”

[State School 1 A-level (K)]

“...when I was doing GCSEs I wanted to be a dietician and I had to chemistry, but I didn’t really like it, and I wasn’t sure like whether I had to do it, because I wanted to do sociology, so they (parents) told me to do chemistry...”

[State School 2 A-level (M)]

“...I think if we’ve [himself and his siblings] done A-levels and we really want to go straight into a job...they’d look at it more, how far will it get us...”

[Private School 2 A-level (Q)]

However, the State School 1 and State School 2 Advanced GNVQ students felt that their parents have not really influenced their future plans:

“Whatever I want to do, it’s up to me. It’s my life and so they just let me get on with whatever I want to do.”

[State School 1 Advanced GNVQ (P)]

“They haven’t said you have to do this or, they’ll just be pleased with what I want to do so.”
[State School 2 Advanced GNVQ (A)]

In contrast, the Private School 2 A-level student disclosed that he believed that his parents’ interests have had an influence on his educational choices:

“...dad’s always had a kind of classical thing, sort of a love of the classics, and mum and dad are both quite arty...they appreciate music and...literature and things, so I’ve kind of always picked up on those...”
[Private School 2 A-level (Q)]

However, parental influence was not always consistent. The State School 1 A-level student highlighted the difference in opinions of his parents:

“...my mum didn’t go to university, neither did my dad, um, my dad, doesn’t really see any reason why I should go, except for you know giving me a lot, better social life, it will be a lot more, a bigger experience, than if I stayed at home doing what, you know, taking a normal job...”
[State School 1 A-level (K)]

The sub-ordinate theme of parent-child communication emerged for all 6 students, with the State School 1 students, the State School 2 Advanced GNVQ student and the Private School students highlighting the sense of their communication with their mothers and their fathers:

“My mum’s always seen me in the arts...she’s never seen me working in an office...I think my dad really has no opinion what so ever, I think it is mainly my mum...”
[State School 1 A-level (K)]

“He [father] seems to think that a job would be more important than qualifications and I try to explain to him, that without good qualifications I can’t get a good job...I don’t really see him that often...”
[State School 1 Advanced GNVQ (P)]

“...I think I talk to them like enough...I tell them like what I’m studying or if I had a good day or if I enjoyed something...they don’t think I talk to them enough. They think I’m a bit reserved sometimes.” [State School 2 A-level (M)]

“...I always listen to what my mum says, because I like to hear what she thinks...I think that I talk to them enough, because my mum will ask how my day’s been, and I will tell her how my exams have gone and everything...”
[State School 2 Advanced GNVQ (A)]

“...I think she knows that I’ll tell her what’s important and I mean I complain to her about it often enough, so I think she thinks that I’ll tell her what’s up and stuff.”
[Private School 1 A-level (I)]

“...they always ask me how my school day is, and they always ask how I’m doing...I think that if I had a problem with work the first person that I’d turn to is them...”
[Private School 2 A-level (Q)]

It emerged that both the State School 1 and State School 2 A-level students felt implicit parental pressure to stay on in school:

“that was a kind of invisible pressure from my parents, I don’t know, they never actually said anything...”
[State School 1 A-level (K)]

“I think they would have encouraged me to stay on at school if I’d have wanted to leave...”
[State School 2 A-level (M)]

Similar feelings were revealed by the State School 1 and Private School 2 A-level students who noted their parents’ potential disappointment if they had have left school:

“...I think they would be really disappointed if I did leave school even for a year and then I came back.”
[State School 1 A-level (K)]

“...I think um, if any of us [himself and his siblings] had decided to leave school before A-levels they would have been upset, very much upset, they’ve always been very strongly against that.”
[Private School 2 A-level (Q)]

The State School 2 A-level and Advanced GNVQ students and both the Private School A-level students felt parental pressure regarding their schoolwork:

“They’re not like over the top or anything, but they can be a little bit pushy sometimes...”
[State School 2 A-level (M)]

“She always pushes me, she says revise, get your work done, you know, she always pushing me to do it...”
[State School 2 Advanced GNVQ (A)]

“...all the way through A-levels, when I’ve really hated it, she was always telling me I know you hate it...but you’ve just got to do it, and then you can get it out of the way, and it will make your life so much better in the future...”
[Private School 1 A-level (I)]

“...I could work a lot harder than I do, mum’s always telling me that.”
[Private School 2 A-level (Q)]

The Private School 1 A-level student also disclosed that she felt parental pressure and family pressure to do well:

“...if you go to public school, your parents are paying a lot of money, there is pressure on you to do well.” [Private School 1 A-level (I)]

“...in my family...with my grandparents...their always asking me about how I do at school...they sort of look at me and like judge me on how well I do at school and so I don't really like to talk about it that much, because it's just sort of pressure on me always to do well...” [Private School 1 A-level (I)]

Furthermore, the State School 1 A-level student felt pressured by her parents to go to university:

“I think when it comes to university my mum wants me to go, because I think she feels like she missed out...I think as the secret pressure, um, they've like said, um, we want you to do this and we want you to go to university...” [State School 1 A-level (K)]

However, this student felt a more distinct lack of parental pressure to do schoolwork and disclosed that she would in fact have liked more parental intervention in relation to this:

“...there's no one actually there, you know saying you have to do this, you have to do that. I think that would be really helpful...I think that I would like a lot more pressure from my parents....” [State School 1 A-level (K)]

However, the State School 2 Advanced GNVQ student felt that she did not feel pressure from her parents to go to university:

“...I've never really been interested in university...but they've never pushed me to go to university or whatever...” [State School 2 Advanced GNVQ (A)]

Parental involvement also emerged as a sub-ordinate theme, with all students apart from the State School 1 Advanced GNVQ student stating that their parents attend parents' evenings or school events:

“I think attending parents evenings is as far as it goes...when it comes to actual involvement with me and the school, I think, they stay back really...” [State School 1 A-level (K)]

“They attend parents evenings, and stuff, they're not like on a committee or anything.” [State School 2 A-level (M)]

“...they have been to quite a lot of parents evening, so they are involved in what I do in school.”
[State School 2 Advanced GNVQ (A)]

“...my mum, she used to go to parents evenings...”
[Private School 1 A-level (I)]

“...they’ve always been very involved...They you know, used to help out with things...they’ve been to a lot of school functions and things...”
[Private School 2 A-level (Q)]

However, the State School 1 Advanced GNVQ student revealed that his parents are:

“...no way in any way involved. They never attend parents evenings, never, they never even really see the reports, they’re not too interested really.”
[State School 1 Advanced GNVQ (P)]

It also emerged that the State School 2 Advanced GNVQ student and the Private School A-level students felt that their parents were equally involved in their schoolwork:

“...my mum always tells me off for leaving it (coursework) for so long.”
[State School 2 Advanced GNVQ (A)]

“...she always wants to help me, sort of with my work and stuff, but um, I don’t really want her to.”
[Private School 1 A-level (I)]

“Mum always helps me with French...especially with coursework and that’s helped me a lot over the years...”
[Private School 2 A-level (Q)]

The State School 1 A-level student again felt that her parents lacked involvement, this time referring specifically to schoolwork:

“...most of the time, they’ve got their things to do, and they haven’t got time to worry about you know, what I’ve done, so, as long as I do it, I don’t think they care really...”
[State School 1 A-level (K)]

The State School 1 A-level and Advanced GNVQ students and the Private School 2 A-level student reported that their parents would be disappointed and upset on the student’s behalf, if they did not achieve their expected grades:

“I think my parents would be disappointed for me, um, in themselves personally...”
[State School 1 A-level (K)]

“...my mum, she’d be upset, because she knows I’m upset if I don’t get the grades that I want...”
[State School 2 Advanced GNVQ (A)]

“My parents would be upset for me...they wouldn’t be upset for them...”
[Private School 2 A-level (Q)]

The State School 2 and the Private School 2 A-level students contradicted the above empathetic disappointment by disclosing that their parents would in fact be disappointed themselves if the student did not get their expected grades:

“I think my parents will be a bit disappointed...they won’t let me know it...they’ll just like say, oh, do the year again...” [State School 2 A-level (M)]

“...If I don’t (get an A grade in French), if I get a C, I think she’ll (mother) be a bit kind of upset, which is silly.” [Private School 2 A-level (Q)]

5.2.2 Peers

The key theme of peers revealed a number of sub-ordinate themes, including *peer influence, acceptance, conformity, pressure and peer school friendships*. These themes are key to the study overall, as it explored the communicative relationships that these students have with their peers, the relative influence of peers on students in school and the overall impact of peers on students learning and behaviour within school. The themes revealed how the students felt about their peers in school; especially when it came to making their choice of course and how they themselves and their peers behaved, in order to feel accepted in school.

The State School 1 students and the State School 2 A-level student noted that their peers had an influence on their choice of course:

“...I chose to be in a group with one of the only girls that I actually knew at the school...” [State School 1 A-level (K)]

“...I also wanted to do a subject where I wasn’t on my own, and that’s why I chose business...my friends were just saying how important a business course was, and they were saying how beneficial it would be and that’s why I chose it...” [State School 1 Advanced GNVQ (P)]

“I guess my friends had a bit of an influence...” [State School 2 A-level (M)]

However, the State School 2 Advanced GNVQ student and the Private School 2 A-level student commented on the lack of peer influence on their choice of course.

Nevertheless it emerged that their peers did in fact choose the same course:

“...a lot of my friends are in the...class, but that wasn’t why I chose it because they were doing it...”
[State School 2 Advanced GNVQ (A)]

“One of my good friends, um, does it, but I’ve got to know him better through Greek...”
[Private School 2 A-level (Q)]

The desire to be accepted by their peer in class also emerged in the interviews with the two Advanced GNVQ students:

“I just feel slightly intimidated because I’m the only guy in the group...”
[State School 1 Advanced GNVQ (P)]

“...I don’t really talk to them, I actually get on with my work, when I’m in that class...and the teacher will come up to me and say, well at least I’ve got one student working, and I just think to myself thank you for thinking it, but don’t say it in front of them...”
[State School 2 Advanced GNVQ (A)]

The State School 2 Advanced GNVQ exposed these feelings further wishing to appear like the other class members to reduce the pressure she feels:

“...You never know which way to go with it so...the teachers are always praising you, saying I’m so responsible...they say it to the class, and I sit there thinking to myself, I’m really pleased that your saying it, but just don’t say it in front of them because I’m really shy like that.”
[State School 2 Advanced GNVQ (A)]

“I was the only one that passed the coursework, and it’s like you sometimes think are they thinking I’m sucking up to the teachers, just little things like that. I’m glad that I got the grades, and sometimes, but I wouldn’t want to fail just because then, they might think better of me if, I don’t know. I’m always worried about what people think, I’m like that so.”
[State School 2 Advanced GNVQ (A)]

The two Private School A-level students gave differing accounts of the way their peer school friendships have changed post-GCSE:

“...people started to change in sixth form and I suppose I did as well, but a lot of them just became like I don’t know, I just couldn’t believe the like the horrible people they’d turned in to, and I just didn’t want to be with them...the people

are just so public school, I just couldn't stand them...the people just seemed to have become institutionalised by the school.” [Private School 1 A-level (I)]

“...I've got on with many people in my year, and I think there's actually, certainly as the year's gone on and we've started to go out as a year...I've certainly made some really good friends here.” [Private School 2 A-level (Q)]

5.2.3 Teachers

The key theme of teachers revealed several sub-ordinate themes, including *teacher influence, pressure, competency and disappointment*, which will be presented. These issues are important to the study as it reveals the teachers also affect their overall educational experiences. The students explained about the impact their teachers had on their schooling; for example in revealing the teachers' influence on their choice of course; the amount of pressure some teachers placed on the students and their degree of support in their school studies.

Both Private School 1 and Private School 2 A-level students felt that the teachers had an influence on their choice of courses:

“my teachers [influenced me] I think, just because I liked them...”
[Private School 1 A-level (I)]

“...the teachers, were kind of easing me gently into the thing of doing them for A-level.”
[Private School 2 A-level (Q)]

It was revealed that there were varying degrees of teacher pressure felt by the students, where the State School 1 Advanced GNVQ student felt no teacher pressure:

“...there's no pressure, you just work at your own pace...”
[State School 1 Advanced GNVQ (P)]

The State School 1, State School 2 and Private School 2 A-level students did feel some pressure from their teachers to do their work and to achieve:

“...they kind of do say...have you done this...they will keep reminding you, so that's quite good. You've got a little bit of pressure from them, not a lot...”
[State School 1 A-level (K)]

“...the teachers do pressure you a bit, like they will remind you, that yeah you want to go to university...so I guess in that way.” [State School 2 A-level (M)]

“...there was some of the pressure there, um, in wanting me to do well... because I’m one of the only few going for Classics at university...and so, they do want me to do well...” [Private School 2 A-level (Q)]

The amount of pressure from teachers experienced by the State School 2 Advanced GNVQ student and the Private School 2 student however was too strong:

“I think the teachers sometimes put a little bit too much pressure on you, to do A-levels...They push you and like you should know what you want to do in your education and you should know what you want to do after your education and sometimes you don’t and it’s just annoying...and they push you and go on about it...and if you look at other jobs they just don’t class them as jobs, and they don’t want to know them, they only want to know the really good ones...It just makes the other people feel really small and really thick and I don’t think that they should do that.” [State School 2 Advanced GNVQ (A)]

“I think sometimes they (the teachers) push me and expect more of me (being head boy) than I can physically do...” [Private School 2 A-level (Q)]

Nevertheless, all six students believed that most of their teachers were competent and really helpful to them:

“...the teachers will do anything for you...they can relate to all the students here, really well. I’m really happy like with all the teaching staff here...they’ll stay after school for you...they’re really helpful.” [State School 1 A-level (K)]

“...the business teachers are just the best teachers I’ve ever had teach...they know how to talk to the students...they know how to make the lessons enjoyable, they know how to keep students interested...the teachers are more than willing to help...they always make sure they give you enough time to do the work, and they make sure you have enough background knowledge...” [State School 1 Advanced GNVQ (P)]

“They’re very approachable and you can ask them like questions, they don’t mind if you ask a lot...they don’t mind staying behind school...just to explain it to you, so I think that’s good.” [State School 2 A-level (M)]

“Positives, teachers, helping you out with the work and everything.” [State School 2 Advanced GNVQ (A)]

“Um, they get quite involved in your life, which could be a positive thing...there was this one teacher who helped me with my art and he wasn’t even an art teacher...just because he’s a really clever bloke...So some of the teachers really

helped me, probably in the subjects that I did better in...the headmaster is really good, because he always knows what's going on with people...it makes you feel sort of confident, it makes you feel like someone actually cares how you're doing as opposed to just wanting you to get good grades."

[Private School 1 A-level (I)]

"I couldn't have done it without them, and the support they gave me, the classics department is fantastic, they gave me so much support, and also as did my personal tutor; he was ever so supportive...All the teachers actually were really supportive...I don't think any of the teachers would want their pupils to do badly..."

[Private School 2 A-level (Q)]

This was not always the case. The State School 1 Advanced GNVQ students, the Private School 1 and Private School 2 A-level students each noted their unhappiness with some of the teachers:

"...some teachers can just be really annoying... and think they know everything and they don't like it, if a student knows more than them...sometimes they won't be bothered about you, as long as they're doing what they want to do..."

[State School 1 Advanced GNVQ (P)]

"...a lot of teachers just really started to get on my nerves, just with their nagging, and just sort of their non-teaching, the way they'd witter on about anything apart from the subject...my...teacher, he never taught us any...at all, he'd just sort of rant on about things that he didn't like...a lot of the teaching I just thought, what are you doing..."

[Private School 1 A-level (I)]

"...the only bad thing is that there's another French teacher on the team...who doesn't put as much effort in as the other one..." [Private School 2 A-level (Q)]

The sub-ordinate theme, teacher disappointment, revealed that the State School 1 Advanced GNVQ student and the Private School 2 A-level student believed their teachers would be disappointed if they did not achieve their expected grades:

"...the teachers will be slightly disappointed because they've taken their time teaching me, so they'll want me to do well as well, and if I do poorly, they would probably be slightly disappointed yeah."

[State School 1 Advanced GNVQ (P)]

"...if I didn't quite get the As they'd be disappointed..."

[Private School 2 A-level (Q)]

5.2.4 Students

This key theme and sub-ordinate themes are pertinent to the study overall, as the students explained through their own words about their levels of academic motivation, self-esteem, aspirations, choices and expectations for their academic achievements and their futures, and hence, further enhances understanding and knowledge about the students' educational experiences.

The key theme of students revealed many sub-ordinate themes; *self influence in course choice; students awareness of academic self; scholastic competence; student perception of own ability; student academic competition; self pressure to achieve; student pressure to go to university; student motivation; student academic worth; self-esteem; self-confidence; student stress; student disappointment and future aspirations.*

These students explained how they felt about themselves in relation to their academic world. They also explained about their own influence on their choice of course, their awareness of their academic self, their scholastic competence and their self-disappointment if they did not achieve their academic expectations. Further, the students also considered the amount of pressure they applied on themselves to achieve their goals and how this impacted on their motivation levels. These students also brought up issues surrounding their academic worth and also their levels of self-esteem, and self-confidence. Some students even disclosed that issues to do with school and external factors were causing them undue stress. Finally, the students also present their positive ideas about their future careers and long-term future.

All four A-level students felt that they themselves were most influential in choosing the courses to study, although not always giving a confident account:

“...No one actually said that you have to do these subjects, it's like I chose them because I was interested in them....so no influence from anyone else, no help about it, I just chose what I wanted to do.” [State School 1 A-level (K)]

“I was at boarding school when I was like thinking about it, so I think probably like if maybe it was me.” [State School 2 A-level (M)]

“...I chose them completely, I mean there was no one else saying well what do you want to do, you’ve got to do this...” [Private School 1 A-level (I)]

“...I suppose the biggest influence was me...I suppose in the end it came down to me...I think I had my own choice...” [Private School 2 A-level (Q)]

Some students revealed their awareness of their academic self, in that they know which subjects they are interested in, what subjects they are good at, which aspects of the course they find more difficult and so on, and detailed their thoughts on their varying academic abilities:

“...I love it [art], um, the grades I’m getting for it, are brilliant, um, I’m really happy with that, the other two, psychology and English, I love and I’m interested in, but, I think, it’s a little bit too on the academic side for me, it’s very very very you know lots of writing, lots of essays and work basically and I think it’s a little bit hard for me, but I do love it, so it’s keeping me interested in it, and so I’ll just do the work.” [State School 1 A-level (K)]

“I’m not the brightest person in the world, and but, with practical, I suppose I am doing ok. Theory side of it, I’m not really good, I’ve got to learn about a lot of people...I suppose overall I’m doing pretty well.” [State School 1 Advanced GNVQ (P)]

“I think I’m doing well in psychology, I think in biology, I need to work hard and I’ll be ok, and I think with IT I need to work hard in my coursework and then I’ll be ok, and that’s it.” [State School 2 A-level (M)]

“...I can always get the marks more in the coursework than I can in the exams, so, no I’m not very good at exams...I’ve been predicted good grades, Bs, so I’m obviously capable of doing it...” [State School 2 Advanced GNVQ (A)]

“...I could have been better but I think I am still very good...Like at GCSE I hardly did any revision...and um, I still did pretty well so, I’ve never really panicked about that because I know when it counts I’ll always do well.” [Private School 1 A-level (I)]

“...I concede in some areas where they’re awful...so in terms of setting high standards, it’s only where it’s realistic...” [Private School 2 A-level (Q)]

The two Advanced GNVQ students and the four A-level students revealed their feelings about the quality of their schoolwork and their awareness of their scholastic competence:

“I think art, I’m very very confident in that subject, I’m absolutely, I’m perfectly fine in that subject...I’m very interested, but I’m not competent at those other two at all really.”
[State School 1 A-level (K)]

“In business, yeah really well...And drama, practical I suppose I’m doing ok...overall, I’m doing pretty well...I’m competent in the subjects overall...”
[State School 1 Advanced GNVQ (P)]

“I think I’m good at psychology...I find it quite easy, and I always remember stuff...I think biology is a little bit harder, I have to concentrate more, and um, IT sometimes, I’ve been a bit lost, but I get there in the end.”
[State School 2 A-level (M)]

“I think that I’m just really good at coursework, well I think I am and stuff like that, and the writing part of it and the research and everything like that so.”
[State School 2 Advanced GNVQ (A)]

“..I think that I’m pretty good...I think I’m fine most of the time...I know I’ll always do well...I’m confident of getting that (expected grades)...”
[Private School 1 A-level (I)]

“I think I am fairly competent...I feel confident in my exams, and hopefully I can go onto university so that will be ok...I think I’ve been doing alright generally...I think that I’ve kept to the same standard so.”
[Private School 2 A-level (Q)]

The two Advanced GNVQ students and the four A-level students revealed their perceptions of their own abilities as either average or above average:

“...I think that my ability is definitely above average, it’s applying it, that is definitely below average...I have absolutely 100% ability to do anything I want, it’s just actually putting the effort in if I want to do it...I think I could do better...”
[State School 1 A-level (K)]

“...I’m not getting the highest grades, I’m not getting the lowest grades, so I’m doing fairly well...I’m doing an average, getting average grades...I think that I will be pulled down by the essays, by the exams. If I know something I can do pretty well with it, but if I need to go and research it, it’s then I find it difficult...”
[State School 1 Advanced GNVQ (P)]

“I’d say I was average, because I think it’s not that like I’m dumb or anything like that...”
[State School 2 A-level (M)]

“Average, above average something like that, because I do put a lot of effort into that...Well what I’ve been predicted at the minute, probably, about average, but from what I did at my GCSEs below average.”
[State School 2 Advanced GNVQ (A)]

“Above average...Um, I suppose it’s just the fact that I always get really good grades and really good marks and stuff like that...”

[Private School 1 A-level (I)]

“....I’d say above average...”

[Private School 2 A-level (Q)]

Academic competition was also present in school according to the State School 2

Advanced GNVQ student and the Private School 2 A-level student:

“...my friend, he’s always bragging about how well he does and I just think to myself, I just want to do so much better than you.”

[State School 2 Advanced GNVQ (A)]

“...I think sometimes, I always try and be first.” [Private School 2 A-level (Q)]

The four A-level students and the State School 2 Advanced GNVQ student developed this notion of competition revealing that they in fact put pressure on themselves to do well:

“I mean I’ve got really high standards for myself...I think it’s because I know what I can do...”

[State School 1 A-level (K)]

“...The pressure is from myself, that I have to do well if I want to get into a university, and stuff like that...”

[State School 2 A-level (M)]

“...I find it easy to work that way [under pressure], because I know that I’ve got a certain amount of time, to do it rather than leaving it for weeks...so I do push myself sometimes...”

[State School 2 Advanced GNVQ (A)]

“Like I’d be really disappointed if I didn’t do well, so I’ve got pressure on myself to do well.”

[Private School 1 A-level (I)]

“...self-pressure definitely, because I don’t like, when I fall below my own standards that’s the worst thing for me...so I think the pressure comes from me, which is good, because I think if I didn’t have, didn’t put pressure on myself, I probably wouldn’t work as hard.”

[Private School 2 A-level (Q)]

However, the State School 1 Advanced GNVQ student noted that he does not put pressure on himself to achieve:

“I don’t personally feel pressured...”

[State School 1 Advanced GNVQ (P)]

In contrast to self-created pressure, the State School 2 Advanced GNVQ student felt pressure from her teachers to go to university and the Private School 1 A-level student felt pressure from her mother to go to university:

“...they’re [the teachers are] making out that’s where you should go, you’ve got no choice, and that put you under pressure a little bit...”

[State School 2 Advanced GNVQ (A)]

“...I mean there’s never been a question of me not going to university...she [mother] does think it’s important. She’s got three degrees, or something like that so...”

[Private School 1 A-level (I)]

Both the State School 1 and the State School 2 students and the Private School 1 A-level student had no feelings of pressure as demonstrated by their lack of motivation:

“...it’s just if I can be bothered really, which is really bad because I am quite lazy...I do have the ability...it’s just wanting to do it, wanting to sit down and wanting to put the effort in...I could put a lot more enthusiasm into it...I’m so fed-up of school, I think that’s why...I’m very lazy...it’s just actually being bothered I think, that’s such a down point in me, that I sometimes really can’t be bothered to do anything...it does bring the expectations and being realistic, it brings it all right down to another level, yeah, so instead of it being right there at the top, it’s somewhere, you know, floating round the middle, so.”

[State School 1 A-level (K)]

“...I’ve given up trying as much as I used to, because, like with this Macbeth thing...I chose how I wanted to play mine, and then all of a sudden everyone is criticising me...So now I just sit there and just keep quiet, which isn’t you know, I’d rather sit there and be quiet than be criticised...it’s affected me more in a negative way because I’m not applying myself in the same way that I would do...”

[State School 1 Advanced GNVQ (P)]

“...because like with IT, I know that I need to work harder at the moment, but I don’t feel motivated...”

[State School 2 A-level (M)]

“...sometimes I just can’t be bothered...Just tired and you know when you’re really tired and you can’t be bothered to do anything and you leave it that little bit longer which is what I do and sometimes it’s a bit too long.”

[State School 2 Advanced GNVQ (A)]

“... I’ve really hated it [school] I’ve sort of, not done as well as I could have done, because I just never want to be there and I’ve never wanted to do the work, because I just hate it so much...I’m just totally unmotivated to do anything, because I just don’t want to be there and do anything...I did feel really unmotivated, by it [the school] because I didn’t want to be there at all, so I

couldn't make myself put the effort in....but like when I find it boring I just can't be bothered and it just ends up being rubbish."

[Private School 1 A-level (I)]

The State School 2 Advanced GNVQ student revealed her sense of low academic worth:

"...I'm terrible at maths, so I took foundation again...everyone keeps saying why are you taking that...it makes me feel like I'm really thick, like I'm not capable of doing it, and I can't do it, and I know that I can't do it, but I want to get that I want, because to be honest, I'd be happy with just a D, but you know, just things people say, it does just make you feel really thick...it does make you feel quite bad [teachers talking about A-levels]. It's like we're not good enough to do A-levels...Because I am so shy it just worries me so much, especially if I don't know the people in there, because I just feel like they're watching me and they're judging me and waiting for me to make a mistake, so I just hate stuff like that. That is the one class I dread..." [State School 2 Advanced GNVQ (A)]

State School 2 Advanced GNVQ and State School 1 Advanced GNVQ students both revealed low self-esteem in connection to their schoolwork and academic ability while the State School 1 A-level student was more confident:

"I suppose I didn't want to be on my own for the entire course, with completely new people. I'm not very good with people I don't know which isn't exactly the best thing if you want to be an actor..." [State School 1 Advanced GNVQ (P)]

"I just don't like to think that people don't like me, so I try and put on this front, you know so, I just don't like to think that people don't like me." [State School 2 Advanced GNVQ (A)]

"Um, I feel pleased that I'm doing so well in art, I'm really happy with myself, um, it kind of gives me a boost, for any work that I have to do for that, because I know that its going to be good, um, and the other two subjects, I think I'm not very happy with myself...Sometimes, I do feel unhappy about it [schoolwork], because I know, it's the fact that I know I could do so well, but I just don't." [State School 1 A-level (K)]

The Private School 2 A-level student also noted his increased confidence as a direct result of university offers:

"I got accepted by a university earlier this year, that gives me some confidence that they have confidence in me, so I must be doing something right." [Private School 2 A-level (Q)]

In contrast, both Advanced GNVQ students felt that they lacked self-confidence:

“...I know if it was with my mates...I’d feel a bit more confident, it’s just the fact that I feel out numbered and I feel intimidated and I just...I’m just not too good with strangers...it’s just when ever I meet a girl that I like I start to go all odd, it’s not intentional, it’s just nerves, I’m never truly myself, I can be myself, it’s just I get so nervous, I lose confidence...”

[State School 1 Advanced GNVQ (P)]

“I am always really conscious about what people think...I don’t like to give them ammunition to hate me that little bit more, if they already do...I can be myself around them [friends]. It’s just people I don’t know, I tend to be a bit wary, because they don’t know me.”

[State School 2 Advanced GNVQ (A)]

Stress levels were also reported by the State School 2 students and the Private School 2 A-level student:

“I think it’s like external problems at the moment, must stress and stuff, and once I sort those out, then I’ll able to concentrate.”

[State School 2 A-level (M)]

“...if we didn’t have to do exams, I think I’d be fine, because I get really worried about them and stressed and everything...”

[State School 2 Advanced GNVQ (A)]

“The negative thing is that as head boy I sometimes find it too stressful, um, that’s possibly me, because I take on stuff myself, but I’ve found it possible one of the hardest years in my life, in the sense that, in terms of work load and stress, I’ve never experienced anything like that...I felt at times when I felt sick before a big school event I couldn’t take the day off because I had to prepare it and that even if I was ill and it didn’t go right then even if I was ill, then fingers would start pointing...”

[Private School 2 A-level (Q)]

The four A-level students and the two Advanced GNVQ students revealed their self-disappointment if they do not achieve their expected grades:

“...when I don’t reach them, I just think, you know, why not, why was I lazy, why was I stupid...because I’m the one that’s had the opportunity and I’ve missed, or I’ve not used it...I think that it will definitely be me out of everyone. It will definitely definitely be me...”

[State School 1 A-level (K)]

“...I’ll be most disappointed. I’m not too bothered about qualifications, but I do want a fairly decent qualification, but I won’t be that disappointed because of what I do want to do...I want to go to drama school and the way to get into drama school, qualifications aren’t the most important part of it, so...”

[State School 1 Advanced GNVQ (P)]

“...I’d be more disappointed than they (parents) will, because I want to get into university and it’s all a bit exciting and I want to do that so, it’s like my chance.”
[State School 2 A-level (M)]

“...at the end of the day it’s my fault if I don’t get it done, but I think it would just be me...”
[State School 2 Advanced GNVQ (A)]

“Like I’d be really disappointed if I didn’t do well...if I did get bad results, I’ll feel like if only I’d done this, if only I’d done more work, if only I’d been there more...so I think I would definitely be the most disappointed.”
[Private School 1 A-level (I)]

“...if I didn’t get all As, then I’d be disappointed, because I couldn’t get into university...but I’ll be disappointed because I knew that I could have got them, um, because I’ve been doing it, up until now, and if I fail at the last hurdle I’ll be pretty annoyed.”
[Private School 2 A-level (Q)]

Further to their thoughts of pressure, confidence and expectations of themselves are ideas about the future. The State School 1 students, the State School 2 A-level student and both Private School students revealed their future aspirations:

“...that’s kind of my goal, getting money when I’m older...I mean I’d do a lot more, I’d go travelling, um, have a job where I’m really happy, um, maybe that pays well, that would be a really good thing...but I think out of life, I do want a good education...I can visualise me doing um working for psychology...I couldn’t see me having an actual career as a psychologist. When it comes to a career in the arts, you know behind the scenes, I think I can see me there for a lot longer amount of time.”
[State School 1 A-level (K)]

“Acting has always been something that I’ve been interested in, and it hasn’t been until the last couple of years, that I really wanted to get into it as a career...”
[State School 1 Advanced GNVQ (P)]

“...I just know I want to do psychology at university and...I’ll probably decide there when I know more, what I’m going to do.” [State School 2 A-level (M)]

“I’ve got no idea what I want to do for a career...but, something that involves a lot of thinking in that kind of way, like philosophy and theology...I’d quite like to work in the media, like journalism or something...Law as well is another thing maybe...I don’t really know where I’m heading, so I don’t really know what to expect...I suppose I’d like a nice house...I’d really like a BMW Z3, so I suppose I’d have to have quite a good job, but I don’t know what yet...I’d really like to live in Italy and do something over there, but I don’t know what...”
[Private School 1 A-level (I)]

“...it was just a pure enjoyment thing in doing Classics, but also that the prospects of classics students I was told by some classics graduates, they have the best employment rate...I’d like to have done a job where, I felt I was doing

something that God wanted me to do...my faith has quite a bit part to play in it...I'd like to be doing something where I felt comfortable, where I was happy in my job, where equally I wasn't neglecting, where my work wasn't taking over my family...I think I would like to be paid well..."

[Private School 2 A-level (Q)]

5.2.5 Education

The key theme of education revealed a number of interestingly sub-ordinate themes. The students discussed their feelings about all aspects of their overall education. The issues raised are of importance to the study as it helped to increase understanding of why students were undertaking the courses that they were studying and also the level of importance of education as a whole, giving a much fuller picture of these students' educational worlds.

The students revealed their perceptions of the two types of courses; the lack of alternative choices for some; their educational focus; and the amount of educational effort which they felt was required by them to achieve their expectations. They also explained how A-levels, studying, and university were seen as the norm, which were issues not previously reported in this research. Further, their level of satisfaction with the day to day issue of homework and the impact of their current course choice on their future career choices were also uncovered.

The following sub-ordinate themes will be presented: *educational importance; past experience; course interest; educational enjoyment; A-levels as the norm; educational choices; alternative choices; studying as the norm; A-level choice unavailable option; university as the norm; educational focus; educational effort; schoolwork satisfaction; perception of courses; course influence on future plan and future career choice.*

The four A-level students and the two Advanced GNVQ students noted the importance of their education:

"...Education is just as important as outside life...you couldn't have life without education...you couldn't have education without life...it kind of balances each other out...I really do want the education, where it's A-levels,

university...I think, education is important,...I think experience, whether it's in or outside school, it's definitely experience..." [State School 1 A-level (K)]
"If I want to go on and do an HND, then A-levels will be important, but if I want to go onto drama school...the qualifications aren't an importance, it's, depending on what drama school I apply to it will be just an audition...so qualifications aren't really an important factor, depending on what I want to do...I'd rather be taught something that's going to be beneficial, that's going to help you in life instead of things that are just basically pointless...So, education is important, but not the most important thing."

[State School 1 Advanced GNVQ (P)]

"...I think it's quite important, but I don't think it's that important. I think it's like, as long as you do what you like, then it's good..."

[State School 2 A-level (M)]

"Although you can learn things, like if you go for training in a job, if you've got your grades, there's always something to fall back on especially if you go for one job and you don't do well in it, you've got grades to fall back on, to do something else...so I think they are important, it's just I think, it's pushed a bit too much sometimes."

[State School 2 Advanced GNVQ (A)]

"...right now, um, A-level results are obviously the most important results of my life so far, so it doesn't seem, that say in three years they won't be as important to me...I suppose I see it like a step to something else to getting anywhere, and even if I don't use it, I can always like go somewhere else and do something. That's it basically, it's a step to get somewhere else."

[Private School 1 A-level (I)]

"School is unbelievably important, it teaches you...about long lasting friendships...learning to live in a community, sharing things, learning about discipline, learning when to be quiet and when to talk, learning when to work and not to work...education isn't just academic, obviously education is very important, for basic needs which is reading and writing, but you just cannot get by without...I think it's vital...I think education is priceless."

[Private School 2 A-level (Q)]

The State School 1 Advanced GNVQ student, both State School 2 students and both Private School students noted that their education choices were influenced by their past experience of the subjects and previous courses:

"I chose business because I already had a background in it, I'd already done an intermediate GNVQ as well as the GCSE..."

[State School 1 Advanced GNVQ (P)]

"...I did like biology and IT because I did like ok in it for GCSE so I carried it on..."

[State School 2 A-level (M)]

“...I just thought it would be interesting to go into something...because it was totally different to what I had done at GCSE, that was the whole point to me taking those subjects...I’ve never been good at exams, I’m terrible if I could just do the coursework, then I would...” [State School 2 Advanced GNVQ (A)]

“...did well in all of them at GCSE, well not theology, but RS, I did well in that at GCSE...” [Private School 1 A-level (I)]

“Um, I did well in my GCSEs...I found that out of all the subjects that I’d been doing I was actually a strongest linguist...I thought well if I’m good at it, why not do it...” [Private School 2 A-level (Q)]

The State School 1 A-level student, both State School 2 students and both Private School A-level students revealed more than an ability; an interest in the courses that they chose:

“...I am interested in the subjects...” [State School 1 A-level (K)]

“I did psychology because it’s interesting...” [State School 2 A-level (M)]

“...it was just something that I thought might be interesting and would interest me. That was the only reason that I took the courses...I wasn’t really interested in taking any of the other subjects [A-levels], it was just basically because I was interested in those ones, not just because they were GNVQs but the actual courses, than say doing all A/S levels.” [State School 2 Advanced GNVQ (A)]

“...I found the subjects really interesting and I really got into it...” [Private School 1 A-level (I)]

“...I’ve always loved since I was a kid the myths and stuff about it, so I was really fascinated by that first of all, and that kind of started me off, but then I really learnt to love the languages because they’re both quite complicated...” [Private School 2 A-level (Q)]

The four A-level students believed that enjoyment of their courses also helped them in their choices and study:

“...absolutely love art, that’s my favourite one, because I’ve always had it as a hobby so I thought that I would experiment a little bit more with it.” [State School 1 A-level (K)]

“Because I enjoy the psychology I don’t mind working for it...Because I don’t want to do like a set degree, in something and I don’t like it, so if I do psychology, because I like it, then I can choose and like if I want to do it more...” [State School 2 A-level (M)]

“...they are my three favourite subjects, just enjoyed them...[likes the teachers]
So that made me enjoy the subjects that I chose...I enjoyed those subjects
because of the teachers...” [Private School 1 A-level (I)]
“It’s helped that I enjoy the subjects...” [Private School 2 A-level (Q)]

The four A-level students interviewed believed that taking A-level courses was the norm:

“...I definitely wanted to do A-levels because I want to get a higher education...” [State School 1 A-level (K)]

“it just seemed normal taking A-levels because that’s what you’re supposed to do, so I just did it, like everyone else...it’s just like A-levels, it’s just normal that you do your GCSEs, and then get A-levels...” [State School 2 A-level (M)]

“...I never really considered anything else other than A-levels, it’s just something you do after GCSEs...A-levels just because everyone does...” [Private School 1 A-level (I)]

“I suppose it was kind of a natural...so I thought that there’s no reason why not to...it was a natural progression for me to do A-levels after GCSEs...I hadn’t really thought about not...” [Private School 2 A-level (Q)]

However, the State School 2 Advanced GNVQ student noted her anguish at this:

“...a lot of people push you to do A-levels and things like that, and they don’t really see GNVQs as being any good really...they [the teachers] make out that’s all you need (A-levels), you’re not going to get anywhere without them...I just think they shouldn’t force you to do A-levels, because it does put a lot of pressure on you, and if you don’t do them, then they make you sound like you’re thick. I doesn’t make you feel too good...she’s [sister] just started her GCSEs and they [the teachers] are already pushing them to do A-levels and it’s just stupid sometimes, and I don’t think that they should...and especially in assembly, she’s [the headmistress is] always talking about A-levels and you’ve got to do this...and when she does power point presentations it’s always to do with A-levels, you don’t really see GNVQs or anything brought into it...” [State School 2 Advanced GNVQ (A)]

The State School 2 A-level student noted that her choice of A-level subjects were not the right ones for her to succeed:

“...I think if I’d have done sociology, last year then I think I would have taken that instead of IT...but I’m like sort of stuck with it...If I’d have chosen the right subjects...I think it would have been different, and I’d probably be better overall on my subjects.” [State School 2 A-level (M)]

In contrast the State School 1 Advanced GNVQ student was clear in his decision-making of his educational choice:

“Because they were easier [GNVQs], that’s simply it. GNVQs I found a lot easier because GNVQs are just coursework and a couple of small exams...I’m not really very good when it comes to exams or essays, I can’t do very well, that’s why the GNVQ appealed to me, because most of the marks were on coursework.”
[State School 1 Advanced GNVQ (P)]

The State School 1 A-level student, both State School 2 students and both Private School A-level students perceived a lack of alternative choices:

“...english language, I actually chose it because I didn’t like drama anymore so I had to fill in the space and I chose that subject, because I didn’t want to do physics or chemistry...I would have loved to have left school, and just take maybe a year out and then come back and do my A-levels, because I think I’ve had enough of school...”
[State School 1 A-level (K)]

“I didn’t really know much about GNVQs, or anything”
[State School 2 A-level (M)]

“they’re [the teachers] not telling you about any other options apart from university...I think that they should give you the other options, like colleges or getting a job, but they don’t university is just pushed all the time...”
[State School 2 Advanced GNVQ (A)]

“...I just never really considered having any other options...”
[Private School 1 A-level (I)]

“....GNVQs weren’t really encouraged at my school...but I disagree with this because it’s just as much work it’s just a different method...well I mean it’s easy, basically Latin and Greek, it’s like why did I stayed on at a private school...I didn’t want to leave school then...and getting a job, no because I think that if I’d had got a job straight after school then I’d have burnt all my bridges down and I didn’t really want to do that...”
[Private School 2 A-level (Q)]

Despite this perceived lack of options the four A-level students revealed that they saw studying as the norm even though the State School 1 A-level student felt that she may not know why:

“I think if I chose reasons why, I’d put the effort into doing all, any subjects I did whether it’s the ones I’m doing now...I think because I went straight on, it’s kind of, it’s more like I have to do this not that I want to for me...”
[State School 1 A-level (K)]

“...it just seemed normal just to carry on studying.”

[State School 2 A-level (M)]

“...I just sort of carried on and did them...It was just A-levels, it was just the process, sort of finishing school.”

[Private School 1 A-level (I)]

“...leaving school never really crossed my mind...”

[Private School 2 A-level (Q)]

It was also found from the accounts given by the two Advanced GNVQ students, that the A-level choice was an unavailable option to them:

“I didn’t start with an Advanced GNVQ, I had to do an intermediate one because I didn’t do too well at my GCSEs...so I only had a choice of 4 subjects...out of all the 4, business seemed like the most enjoyable and the most beneficial course, so I chose that, and then stuck with it for the following year.”

[State School 1 Advanced GNVQ (P)]

“Um, well when I first got my grades I only got 4 Cs and above, so I couldn’t take all A-levels anyway, they only put on Photography because they knew how hard I’d worked, otherwise they wouldn’t have taken me...but no I think that I’d always have chosen these subjects.”

[State School 2 Advanced GNVQ (A)]

The State School 1, State School 2 and Private School 2 A-level students saw university as the norm, but the State School 2 Advanced GNVQ student commented on how the school was instrumental in this perception of university as the norm:

“...I want to get a higher education, so I can get money when I’m older...”

[State School 1 A-level (K)]

“...you go to university and that’s it...It’s like a normal thing to want to go to university...”

[State School 2 A-level (M)]

“...they’re [the teachers] constantly on about university...because if you don’t want to go to university...it makes you feel quite thick. I don’t think that they should do that...it would be good if you could go, but some students can’t afford it, and some haven’t got the grades to go...”

[State School 2 Advanced GNVQ (A)]

“...I think that today really, um, you need to go to university...”

[Private School 2 A-level (Q)]

Educational focus, however was a notion felt by the State School 1 Advanced GNVQ student, the State School 2 students and the Private School 1 A-level students:

“At the end of last year, I considered leaving school, I thought I was going to leave school, get a job, get money together to go on to either drama school, or just get a job, but I decided to stay in education, I thought it would be better for me.”
[State School 1 Advanced GNVQ (P)]

“I think, I work hard because I want to, if I didn’t want to then I wouldn’t work, but because I want to do it, then I just do it, because you have to do it kind of thing.”
[State School 2 A-level (M)]

“I think it’s important [an education in school], because a lot of businesses will look at your grades now, you can’t just go on with them training you now, you have to have the grades so, I think it’s important to have them, and try and get as many as you can.”
[State School 2 Advanced GNVQ (A)]

“...I’d always wanted to [go to university] anyway whether I thought it was important or not, just because everyone says that it’s the best time of your life, so.”
[Private School 1 A-level (I)]

In light of their aspirations to go to university, the students highlighted the desire to do well in the courses. The two State School Advanced GNVQ students and the two Private School A-level students felt that they put a great deal of educational effort into their schoolwork:

“I always work to my best. Sometimes people say, oh that’s not very good...I try to do better...I try and get help, but I can never really understand what they say, because I don’t understand the background. They try to explain it, and I usually understand it to an extent, where I can do a decent piece of work.”
[State School 1 Advanced GNVQ (P)]

“...I do put the effort in...when I do do it, but it takes me a while to get into it though...Photography that’s probably the one I put the most effort into because that’s the one I want to get the best grade in, but I mean even my Travel and Tourism, I put quite a lot of effort into that as well, so...because it’s something I’ve chosen to do and it’s something totally different to what I did at GCSE, I put more effort in so.”
[State School 2 Advanced GNVQ (A)]

“...for coursework yeah, for stuff that like really mattered and stuff, but I found it hard to work myself up about stuff that didn’t. When I knew it mattered I did well, but when it didn’t I couldn’t really be bothered.”
[Private School 1 A-level (I)]

“...I always feel bad if I don’t put enough in, but then I do cut corners if I can, so um, I think my social life rules, but um, I’ll always do work, and if I don’t do work, I’ll feel guilty...I think I put enough in, but um, I think I could have worked more...I think in Latin and Greek, I put a lot work into Latin and Greek.”
[Private School 2 A-level (Q)]

However, the two State School 1 students believed that their effort was less as they are easily distracted:

“...I do get so distracted, it’s like anything and everything, I’ll do anything and everything not to do the work...I’ll just distract myself, by doing as much as possible that isn’t the work...I find that I have to tidy my room including hoovering it...I will do anything...” [State School 1 A-level (K)]

“...I can’t work in school very well. When I do, the coursework’s, I can’t do any in class, because I’m too busy just chatting and messing around with my mates...I can work pretty well out of class, but in school I don’t do that well. There’s too many distractions.” [State School 1 Advanced GNVQ (P)]

The four A-level students and the State School 2 Advanced GNVQ student were aware that more effort may be necessary:

“...I think I could put in the extra work with those subjects, and could pay a little more attention...it’s just keeping my attention...I think I try, but I definitely think that I could do a lot more work for them...I want to put the effort in for the other two but it doesn’t quite come as naturally as it does for my other one...I just don’t put as much effort as I think I could do.” [State School 1 A-level (K)]

“I put an ok amount of effort in, but I don’t like work really hard, until it like comes to the exams and then I start working like a month before the exams, but just like overall, like now during the year, I should work, like a little bit harder I think...” [State School 2 A-level (M)]

“Maybe not all the time, [put enough effort in] no, when it comes to exams I don’t, because I am terrible at revising so, I try not to and then I do leave that until the last minute, because that is just the one thing I can’t do, so, that’s the one I tend to leave, and not put much effort in.” [State School 2 Advanced GNVQ (A)]

“I think I could be A, but I think with the effort that I put in I’m more sort of high B.” [Private School 1 A-level (I)]

“...with my French I think, I’m not, I don’t often check work over so no...in French probably not.” [Private School 2 A-level (Q)]

The four A-level students noted that there were occasions though when schoolwork did not require effort:

“...in art, it’s not an effort at all, it just comes naturally to me...I do it outside school, as well as in school, so it’s not something that you know I find, you know hard to work with...” [State School 1 A-level (K)]

“Like when I’m studying for psychology, it’s like really weird because I like study for hours and hours, and I just like it...it’s ok, it’s not that hard, well it’s hard, learning it, but I enjoy it.” [State School 2 A-level (M)]

“[is school a big effort?] Not so much doing well in terms of grades and stuff like that...” [Private School 1 A-level (I)]

“[is school a big effort?] no, not really. Um, I’ve never really been bothered about that no. I’m lucky in that respect.” [Private School 2 A-level (Q)]

The State School 1 Advanced GNVQ student, the State School 2 A-level and the two Private School A-level students revealed that they were satisfied with their schoolwork:

“...I did the intermediate GNVQ I got a distinction, which is the equivalent of 5 GCSE grade As and I was really pleased with that, and I’m going for a C/B borderline in business this year...” [State School 1 Advanced GNVQ (P)]

“...if I get a good grade, it means more to me, because that means, that I’ve work hard for it, so that’s why I feel satisfied...” [State School 2 A-level (M)]

“...the fact that I got good grades for my coursework makes me, satisfied with it.” [Private School 1 A-level (I)]

“...I think I have achieved over the two years to the best I can.” [Private School 2 A-level (Q)]

Dissatisfaction was also present in the accounts. The State School 1 A-level and State School 2 Advanced GNVQ students revealed that they were disappointed with their schoolwork:

“Um, no. No not really...I could definitely do a lot more work...” [State School 1 A-level (K)]

“Sometimes it could probably be better...Sometimes I could probably add a little bit more to it...it’s just sometimes it could be a little bit better.” [State School 2 Advanced GNVQ (A)]

The amount of effort needed was believed by the State School 1 A-level students, the State School 2 Advanced GNVQ student and the two Private School A-level students to be related to different perceptions of the A-level and Advanced GNVQ courses:

“They’re [A-levels] hard, their really, really hard, time consuming and stressful, but they’re very wide...I think I chose A-levels because I think they are, well

they seem like a higher standard than the GNVQs, so that's why I sort of chose to do them, and you've got a lot more choice when it comes to A-levels...there's only a certain amount that you can do and I wasn't really interested in any of the GNVQs anyway.” [State School 1 A-level (K)]

“...they [the teachers] probably just think that A-levels are better and there's not much point in doing GNVQs because you're not going to get anywhere...” [State School 2 Advanced GNVQ (A)]

“...I always think of A-levels as sort of rated more highly, than GNVQ, like if you're trying to get somewhere like university or a job...” [Private School 1 A-level (I)]

“....because it's a dog eat dog world, so you've got to go, you've got to do A-levels in order to get to university...” [Private School 2 A-level (Q)]

The State School 1 student, the State School 2 Advanced GNVQ student and the Private School 1 A-level student were aware that their courses have had and will continue to have an influence on their future:

“I actually want to do psychology at university, but I think I do actually want to go into photography with media studies at university now. I'm in between thoughts at the moment.” [State School 1 A-level (K)]

“...I wanted to do something that I knew and something that would be useful in later life. That's why I chose the business...I chose drama, because I intend to go to drama school next year...combined with my GCSE and my GNVQ I've got some good qualifications in business and if I go onto do either a BA or an HND in drama, I can take a secondary course in business as well, and get a further qualification.” [State School 1 Advanced GNVQ (P)]

“Photography that's something I've found I really enjoy doing, until I started doing the A/S level and GNVQs I hadn't got a clue what I wanted to do, so I'm glad that I stopped on because it's helped me to figure out what I want to do now so.” [State School 2 Advanced GNVQ (A)]

“I think theology was the thing that really made me want to do philosophy at university, because I'm just really interested in that kind of complicated stuff.” [Private School 1 A-level (I)]

In fact, future career choices have been identified by the two Advanced GNVQ students and the State School 1 and Private School 2 A-level students:

“I'm interested in the arts, um, probably, I mean I'd love to work back stage as a camerawoman, or even be a photographer.” [State School 1 A-level (K)]

“Acting...because it’s what I want to do with my life, it’s the only thing I can see myself doing, it’s the only thing I enjoy...”

[State School 1 Advanced GNVQ (P)]

“...I want to be a photographer, and I either want to go to college or university and try and get some more grades in that, and then maybe I want my own studio...”

[State School 2 Advanced GNVQ (A)]

“...something like the civil service or something, with diplomacy would be really good, using French and using Latin and Greek for languages and things like that, that would be really good. Trying to help people, in some way, would be really, really good, so, that would be excellent.”

[Private School 2 A-level (Q)]

5.2.6 School

These students uncovered a number of issues about their school contexts and their feelings towards the schools they attended. The following sub-ordinate themes were identified, in the key theme of school, will be presented: *school atmosphere; class size; school facilities; school expectations; schools preparation of students into adulthood and independence and school satisfaction.*

These findings were of great relevance to the study, as these students disclosed their differing attitudes towards their schools. In particular, these students raised the issue of the atmospheres of the four schools; their opinions on their facilities and images; and discussed how the class size impacted on their learning. Further the students brought up an issue not previously discussed in the research, concerning how they felt the schools’ prepared them for adulthood and independence. Finally, the students explained their overall satisfaction with school. These findings, therefore, give a real picture of how these factors impact on students’ behaviour and overall attitude towards school.

The State School 1 Advanced GNVQ student, both State School 2 students, and both Private School students disclosed the school atmosphere:

“...it’s a good atmosphere...There’s a definite difference between the rest of the school and the 6th form, you can feel the difference...the 6th form is really good, it’s a laid back atmosphere...Some people I know if they’ve only got 1 or 2 lessons the whole day, they will stay in the common room the whole day, just for the atmosphere, to socialise...I suppose that’s a testament as to how good it

is, the fact that they actually want to stay there, when they could just go home...but it's the atmosphere that they prefer there...it's just a good environment for study, it's a good environment for socialising, it's a good environment generally...there's always enough time to study..."

[State School 1 Advanced GNVQ (P)]

"it's not actually the school, but the people in it, they've all got a goal or something, they all want to go somewhere, and I think that you get caught up in it as well...so I think like in that respect, it's good for me, so like it will help me to carry on with my work when I don't feel like it..."

[State School 2 A-level (M)]

"it's got a good atmosphere, but it puts you under pressure sometimes, there's school cameras everywhere and you feel your being watched all the time...I don't think that a school should be like that..."

[State School 2 Advanced GNVQ (A)]

"...it's like a different kind of atmosphere I think at public school than at a state school, because there's always pressure on us to do, well not pressure so much, but a different sort of atmosphere like it's sort of approved of to do really well at public school..."

[Private School 1 A-level (I)]

"...I've always found it really friendly...the atmosphere was really good...so I suppose the atmosphere isn't just one of work." [Private School 2 A-level (Q)]

The four A-level students and the two Advanced GNVQ students explained how their class sizes impacted on their learning:

"I think you know it could be a little more one to one...if there were less students, you know it would give the teacher more time, you know to go round each person in the class...in the subjects that I've chosen, they're actually really big classes for A-levels, and I think that is definitely a negative point...that is a big problem when it comes to doing work there...if you've got something to do, you'll have to wait...because there's so many people...I think it does affect the teaching in a few ways, because you've always got the people as well that distract other people..."

[State School 1 A-level (K)]

"...it's easier now for the teachers to spend time with us and teach us individually, because when I did GCSEs there were groups of 30 people...I think smaller classes are definitely better...because...it's easier for teachers to get on with people and it's easier for teachers to teach individually, and also especially with 6th form the teachers know that the students want to be there, they want to learn..."

[State School 1 Advanced GNVQ (P)]

"I think they're ok, the class sizes, they're not too big, and they're not too small, so."

[State School 2 A-level (M)]

“I think that they are fine...At GCSE there was probably a lot more, which was a bit hard sometimes, because 1 teacher and that many students, it was hard to get them to help you, but I think now, it's not as bad, because the classes are a bit smaller...it's still big, but not as big as it was and the teachers have got more time to help you out and things like that.”

[State School 2 Advanced GNVQ (A)]

“The class sizes are good...I don't think that it really affected me though, I think it would be just the same, if say I had 30 people in the class or 3 people in a class...”

[Private School 1 A-level (I)]

“...I actually had no stuff with decorum. My latin class is 3, and my greek is 2...and french there's about 15, which is the average size. I think having larger class sizes is better, because...you're challenged a bit more. I couldn't rest on my laurels...so I think that's good, but I think there's also a nicer atmosphere, there's kind of more of a vibrancy to it, but I think I probably prefer the smaller, because the smaller classes, it's more personal...And also I tend to get less distracted, so I think small is better, but I think that they've both got equal advantages...”

[Private School 2 A-level (Q)]

The students also commented on the school facilities available to them, with the State School 1 students and the Private School A-level student noting the positives:

“...the facilities here are brilliant...they're absolutely amazing compared to any other school...because it's big it's got a lot of room...and actually use the work space.”

[State School 1 A-level (K)]

“...they have computers that are linked to the internet...They've got televisions in the common room, they've got musical facilities, they've got CD players...”

[State School 1 Advanced GNVQ (P)]

“...the fact that they've got an astro-turf helped, because the fact that I enjoyed playing hockey used to make me go in, for practices and stuff like that...They have got quite good facilities...”

[Private School 1 A-level (I)]

In contrast, the State School 2 students and the Private School A-level students noted the negative aspects of the school facilities:

“The facilities, they're ok, but they could be better, especially as it's a technical college...The network is a bit slow, and the computers sometimes don't work, and that can be a bit frustrating sometimes, especially if you've got work to do, and it has to be handed, but apart from that it's ok.”

[State School 2 A-level (M)]

“...we do have a lot of computers, but I suppose a negative side of that is that they don't always work, the internet doesn't always work...they can break down

and you can't do work on the computer...I think the library could be a bit better, it's not got that many books in it...It's ok if you need a few bits of information for your work or whatever..”
[State School 2 Advanced GNVQ (A)]

“...the facilities in the school are not bad, and the canteens nice...you can go and sit on the grass...there's a coffee bar just round the corner etc....there's no sports facility, so you have to go elsewhere...that's a bit annoying...it would be nice to just go and play tennis after school, like they kind at other schools...there's a big IT lab...so that's pretty good.”

[Private School 2 A-level (Q)]

The expectations conveyed by the school and the school's image were identified as characteristic by the two Advanced GNVQ students and the two Private School students:

“The school is very strict about all sorts of things, you can't um, no chewing gum, no drinking, fluids not alcohol, there's no alcohol, full stop...”

[State School 1 Advanced GNVQ (P)]

“...because our school is quite well known in the county, they have to keep this reputation...they have to make as many people go onto university and do well and keep up with their expectations...it does make you feel quite thick when you don't fit the expectations that the school wants...”

[State School 2 Advanced GNVQ (A)]

“...they've got these stupid little petty rules and stuff...they don't like people not conforming...they don't like people that won't sort of go along and play games on a Wednesday afternoon and come in on a Saturday morning to do activities, they don't seem to understand that people don't want to spend their entire lives there...”

[Private School 1 A-level (I)]

“..they [the school] thought that A-levels were more important...I think it [the school] pushes you to reach your capability,...I really enjoy being head boy, but I could have possible done without it, being in the last year...In terms of the school, maybe I'm pressured a bit being the only classics person there...I think they will be upset if I don't do as well as I could...”

[Private School 2 A-level (Q)]

The school's preparation of students into adulthood and independence was valued, though by the State School 1 Advanced GNVQ student and the two Private School students:

“...they teach regular year 7 through 11 and us, and you can tell by the way that they teach that they act differently towards us...they're a lot more laid back with us, they're a lot more like real people than just teachers...they're just a lot easier

to get on with... You're free periods and lunchtime are your own time, you can do what ever you want... I usually go for one lesson and come home for a bit and have something to eat and then go back for the last lesson, and they don't mind that, they're fine with that."

[State School 1 Advanced GNVQ (P)]

"There is a different attitude towards 6th form students, they treat you more like adults and sort of overlook things like smoking, and going to McDonalds at lunchtime and stuff like that... like A-levels aren't so class-centred, it's more like what you go off and do... in a way they do treat you more like adults than before, but they still treat you like little kids like having to wear a uniform and having to call people Miss and Sir... having to put your hand up, and go to assembly... you feel that you're ready to be at university, but you're still being treated like you're in year 7 or something like that."

[Private School 1 A-level (I)]

"I spend my frees just chatting to friends... I go for coffees, and Wednesday go to the local burger bar, it's just great, it's really good... In the lower sixth you can't go out in lunchtime, but afterwards we could... they've been pretty relaxed about it this year... they [the teachers] are more like friends, no first names obviously, but they'd take us for coffee and things like that... the lesson isn't just A to B, we chat about films and things like that and what we'd done over the holidays, so I find the personal approach very good..."

[Private School 2 A-level (Q)]

This was found to be not always the case. The State School 2 A-level student noted that she felt the school did not prepare her for adulthood and independence:

"I think that the negative things are like, it's a bit strict, they don't treat you like you're adults when your doing you're A-levels, and when you're in 6th form, it's like you're still doing your GCSEs, so it isn't like a college it's more like a school, and I think that if they gave like people a bit more independence, then it would be good for them, like when they go to university, they will be more prepared."

[State School 2 A-level (M)]

The four A-level students and the two Advanced GNVQ students commented on how satisfied they were with their school, however the tone of the Private School 1 student's account differed to the other students:

"I think this is a brilliant school... I think if I was in any other place, I think I wouldn't do as well... it's definitely, definitely helped me because they're just, you know, I can relate to them so well, they are really good teachers."

[State School 1 A-level (K)]

"...we have pretty good results... we're apparently we're one of the best centres of business as far as Advanced and GNVQ are concerned... you can work easier,

because they don't actually let you play music until lunchtime, because the rest of the time is reserved for studying...there's two levels, and the lower level is mainly for study...there's a great emphasise on studying, there's after school lessons, there's clubs, there's all sorts of stuff to do to help you...It's definitely a positive thing that they have extra lessons and helpful teachers...because it allows us to get a lot of knowledge that we don't necessary get in class...it's a really great place and I wouldn't really wan to go anywhere else...there is something there, that's keeping me there, and it's a really just great environment...the educational value is really top, it's really good...most of the teachers are really great teachers, they know what their doing, they know how to motivate people, the study times are laid out well, the timetables occasionally clash...but generally it's a really great place to be."

[State School 1 Advanced GNVQ (P)]

"I think this school is quite good actually..." [State School 2 A-level (M)]

"I think that this school is really good..." [State School 2 Advanced GNVQ (A)]

"...I think, the school's had a big part to play, because Latin and Greek's really rare, so I think without the school I would have been stuffed...they [the teachers] all did extra-curricular stuff with me with university and things like that...I think really without them, I doubt if I'd have been able to do as well in A-levels...I think in the school there's a good sense of um, I mean my achievements I don't think are just academic, personally...I think it's a wonderful place to go to school, I'm always well supported and the teachers are very kind, people are always very kind...I've been very happy, so I think in terms of positive achievement, um, my school years have been very happy."

[Private School 2 A-level (Q)]

"...in year 11, I really liked school...so I always wanted to go in, and be there...it was just a really good year, and sort of got on with everyone...I just started to dislike all the people at the school, like the teachers, the students, I just didn't like them. They were sort of institutionalised in a way by public school, they'd sort of just turned into like, I don't know, something out of like Tom Brown's School Days or something..."

[Private School 1 A-level (I)]

5.2.7 Importance

During the interviews given by the six students, the key theme of importance evolved.

It was found that there was similarity and diversity in the issues that the students discussed what was important to them. The sub-ordinate themes revealed are as follows: *importance of family; importance of friendships; importance of happiness; importance of courage; importance of religious faith; importance of good relationships and importance of life experience*. These sub-ordinate themes are of interest to the

present study as they pinpoint particular aspects which they felt were important to their world. The majority of these themes are social and familial relationships and these issues raised further enhance the overall understanding of these students and their lives.

The value and importance of family was stressed by the four A-level students and the State School 2 Advanced GNVQ student:

“I think your family are really important and they’ll always be there for you, they might not do things that you’d like them to do, but I think you know that they’ll always be there for you...” [State School 1 A-level (K)]

“...my family...I care about them a lot, and I’d be like upset if anything happened to them...” [State School 2 A-level (M)]

“...my family especially my sister...” [Private School 1 A-level (I)]

“...I actually think that family is probably more important than work. I think that’s kind of the ethos that’s been, mum and dad have brought us up on...” [Private School 2 A-level (Q)]

“...I think that they play a really important role especially my mum, because she always wants what’s best for me. Family is really important to me.” [State School 2 Advanced GNVQ (A)]

The importance of friendships was also revealed by the State School 1 Advanced GNVQ student, both State School 2 students and Private School 1 and Private School 2 students:

“...my friends are just generally important to me. I don’t have a lot of friends...I’ve only 3 or 4 people who are really great friends...they are important to me...we talk about the same things, we’re interested in the same things and...I just get on with them really well, and without my friends it just be stuck in on my own, doing nothing.” [State School 1 Advanced GNVQ (P)]

“My friends, well just like one friend anyway, because we’re really close.” [State School 2 A-level (M)]

“My friends are really important, they help me a lot, if something’s wrong...” [State School 2 Advanced GNVQ (A)]

“...I’ve got like sort of 3 or 4 friends who I just get on really well with...” [Private School 1 A-level (I)]

“Friends, the well being of friends is always very important...” [Private School 2 A-level (Q)]

Happiness in the future was also revealed as important to the four A-level students:

“I want something where I’m happy overall...I could never be in a job where I’d get paid loads of money and be unhappy...” [State School 1 A-level (K)]

“...just like being happy...I think it’s important to be happy, because otherwise, you’ll just be all depressed all the time...” [State School 2 A-level (M)]

“...being happy is really important to me. Because I’ve sort of got a philosophy on life...if you’re not happy you haven’t got anything...” [Private School 1 A-level (I)]

“...what’s important generally on the whole thing is...me being happy myself...because I think when you come through adolescence a lot of people find it really hard to like themselves fully.” [Private School 2 A-level (Q)]

The Private School 2 A-level student disclosed another source of well being; courage and religious faith, were most important to him:

“I think courage is important...my faith is probably the most important thing to be honest with you.” [Private School 2 A-level (Q)]

The importance of a good relationship was particularly meaningful to the State School 1 Advanced GNVQ student:

“Relationships, I’m not very good with girls and that’s something I regret and it’s really important that I sort that out...having a good relationship hopefully is also important to me.” [State School 1 Advanced GNVQ (P)]

Life experience was of most importance to the two students in State School 1:

“...having a life without any education or anything like that, I think that is a bad life and also having a life where you’ve got nothing but education and no experience outside of that, I think that’s also bad. I think you have to equal everything out when it comes to um, outside, studying outside, you need to have them balanced I think...experiencing everything is a major thing...experience is just the biggest thing ever, um, in your whole life.” [State School 1 A-level (K)]

“...life experience to me is more important than education, because education you need to get life experience, it’s kind of like one of those catch-22 things, you can’t do this without doing that...” [State School 1 Advanced GNVQ (P)]

The thematic analysis carried out on the six interviews given by the year 13 students from the four schools exposed the seven key themes of parents; peers; teachers; student;

education; school and importance. Revealed within these key themes were many subordinate themes, which showed both similarity and diversity between the six students for the two types of courses and the two types of school. These interviews enabled the students to present their personal accounts, perceptions and views of their experiences in school and their relationships with parents and their peers, which in turn produced rich illuminative information to augment the findings from the quantitative study.

5.3 SUMMARY OF QUALITATIVE FINDINGS

The in-depth interviews carried out in this qualitative study, with the six students identified with lower global self-worth, have enabled the issues investigated in the quantitative study to be explored even further, by accessing the students’ feelings about their own educational worlds. The table below (Table 103) reveals a summary of the key qualitative findings, which further emphasise a number of pertinent findings from the quantitative study and thus linking the two studies.

Table 103: Summary of Qualitative Findings and Their Link with Quantitative Findings in Study 1

Quantitative Findings	Qualitative Findings
<i>Parent-Child Communication and Educational Focus:</i>	
Students with lower global self-worth perceived less parent-child communication and believed that they were less educationally focused than those students with higher global self-worth.	<p>Sub-ordinate theme of parent-child communication (in key theme of parents) – the State School 1 A-level student disclosed that parental communication on educational matters was very limited, felt a distinct lack of parental pressure to do her schoolwork and would in fact like more parental intervention.</p> <p>Sub-ordinate theme of self influence in course choice (in key theme of student) – the four A-level students felt they themselves were most influential when they chose their courses to study and there was little discussion with parents on matters of education and choice of course. The two State School Advanced GNVQ students noted the lack of parental expectations and parental influence on their future plans; these students felt their parents showed little interest in the courses they studied and their future plans.</p> <p>Sub-ordinate theme of student motivation (in key theme of student) – the four State School students felt that this lack of parent-children communication and lower levels of educational focus gave rise to these students’ lack of motivation in school. They found it difficult to put effort into their schoolwork, noting their lack of motivation to do their schoolwork, thus lowering the students overall academic expectations.</p> <p>Sub-ordinate theme of educational effort (in key theme of education) – the four State School students acknowledged that more effort on their part may have been necessary in order to achieve their own academic expectations.</p>

(cont.)	
Quantitative Findings	Qualitative Findings
Scholastic Competence:	
Students with lower global self-worth perceived that they were less scholastically competent than the students with higher global self-worth.	Sub-ordinate theme of scholastic competence (in key theme of student) highlighted the State School 1 A-level student's awareness of her scholastic competence, revealing that she felt less competent in two out of her three A-level subjects. Further, in the sub-ordinate theme of student academic worth (in key theme of student) the State School 2 Advanced GNVQ student also disclosed her sense of low academic worth arising from the fact that she re-took a GCSE subject, influencing her belief that she was not academically capable of undertaking academic courses, due to comments made by her peers. This Advanced GNVQ student also felt that the teachers in the school saw the academic A-level course as superior, further giving rise to her lowered sense of self-worth and lower ability for scholastic performance.
School Satisfaction:	
Lower global self-worth students felt significantly less satisfied with school than those students identified with higher global self-worth.	Sub-ordinate themes of teacher pressure and teacher competency (in key theme of teachers) and student motivation (in key theme of student) – the State School 2 Advanced GNVQ student and the two Private A-level students thought teachers placed too much pressure on students to study A-level courses and the State School 2 Advanced GNVQ student felt this attitude assumed she was an under-achiever when compared to those on the A-level courses. The Private School 1 A-level student commented that she felt unmotivated, found school boring and noted her overall dissatisfaction with school.
Peer Friendships:	
The formation of social circles and peer friendships was important to students. The students with lower global self-worth perceived that they were less socially accepted and had fewer close friendships than the students with higher global self-worth.	<p>Sub-ordinate theme of peer acceptance (in key theme of peers) – the two State School Advanced GNVQ students commented on how they felt intimidated in school by others and showed a desire to behave like the other students in order that they may gain acceptance from their peers in class. The State School 2 Advanced GNVQ student also added that she wished to appear like the other class members to reduce the pressure she felt about not being liked by her peers.</p> <p>Sub-ordinate theme of self-confidence (in key theme of student) – the two State School Advanced GNVQ students noted their lack of confidence with peers and were very conscious of what people thought of them. Also they were so conscious of not being liked by their peers that they did not reveal their true selves in front of others.</p> <p>Sub-ordinate theme of peer school friendships (in key theme of peers) – the Private School 1 A-level student believed that her friendships in school had changed; she was not similar to them anymore. She felt that they had become more institutionalised by the school and this was not appealing and as a result now felt alienated in school.</p>
Expectations and Disappointments:	
There was little difference between the higher and lower global self-worth students regarding the student and parent expectations and disappointment levels. These groups showed very strong relationships between student and parent expectations ; parental expectations were similar to the students' own expectations.	<p>Sub-ordinate themes of parental expectations and parental pressure (in key theme of parents) – the students believed that their parents expected them to finish their school education and go on to study at university. Both the State School 1 and State School 2 A-level students felt implicit parental pressure to stay on in school.</p> <p>Sub-ordinate theme of parental disappointment (in key theme of parents) – the State School 1 and Private School 2 A-level students noted that their parents would have been particularly disappointed if they had left school at sixteen. The Private School 1 A-level student also disclosed that she felt parental and family pressure to do well. This student noted that she was attending a private school at great financial cost to her parents. Hence there was a further expectation and pressure upon her to do well so that her parents saw a return on their investment.</p>

(cont.)	
Quantitative Findings	Qualitative Findings
<i>Expectations and Disappointments:</i>	
The students' own expectations and own disappointment levels revealed that the students had particular expectations for their results and would be disappointed if they did not achieve those particular grades. The correlation for students' own disappointment and actual parental disappointment showed parental disappointment to be similar to students own disappointment levels, illustrating the students applied a great amount of internal pressure on themselves to achieve their expectations irrespective of the global self-worth grouping.	<p>Sub-ordinate theme of student disappointment (in key theme of student) – the four A-level students and the two Advanced GNVQ students revealed their self-disappointment if they did not achieve their expected grades, highlighting issues such as a lower grade would be attributed to being lazy, and not putting enough effort into their schoolwork. Furthermore, the State School 1 A-level student felt a “secret pressure” by her parents to go to university, due to the fact that her mother did not go to university and hence there was an unspoken expectation and pressure for this student to do what her mother did not.</p> <p>Sub-ordinate theme of self pressure to achieve (in key theme of student) – the four A-level students and the State School 2 Advanced GNVQ student revealed that they put pressure on themselves to do well, believing that they have high standards. They also noted that this added internal pressure helped them to work harder and to achieve their expected grades.</p>

In summary, the above table makes efforts to link together relevant qualitative and quantitative findings from studies 1 and 2 in order to give further understanding and depth to the above issues. There were also a number of additional interesting findings in relation to perception of the two types of courses and impact of schools on student education, which were previously not been revealed from the quantitative findings. Table 104 below also highlights these additional findings.

Table 104: Additional Elicited Findings in Qualitative Study

<i>Perception of the A-level and Advanced GNVQ courses:</i>
<p>Sub-ordinate theme of A-levels as the norm (in key theme of education) – the four A-level students felt that taking A-levels was the norm and believed this type of academic course was a natural progression after GCSEs. These students also noted that they felt that everybody studied for A-levels after their GCSEs and that they had never really considered anything else.</p> <p>Sub-ordinate theme of parental expectations (in key theme of parents) – the State School 1 and Private School 2 A-level students thought their parents expected them to undertake the A-level course. The State School 1 A-level student also added that her brother was taking an Advanced GNVQ course, and thought that her parents would have preferred him to do A-levels.</p> <p>Sub-ordinate theme of perception of courses (in key theme of education) – the State School 1 A-level, State School 2 Advanced GNVQ and the two Private School A-level students perceived the academic A-level course as more highly regarded in society than the vocational Advanced GNVQ courses. These students believed that the academic A-level courses were harder and seen as a better choice than a vocational course. These students also felt that in order to successfully gain entry into university, A-levels were the requirement. The State School 2 Advanced GNVQ student commented that people push students to do A-levels and disregard the vocational Advanced GNVQ course and if students took a vocational Advanced GNVQ they were less academically able. The two Advanced GNVQ students also noted that the school would not consider them to study for A-level courses, as they did not have enough A to C GCSE passes even if they had wished to take A-levels. Therefore the only option available to these Advanced GNVQ students was either to study for a vocational Advanced GNVQ or to leave school.</p>

(cont.)
Perception of the A-level and Advanced GNVQ courses:
<p>Sub-ordinate theme of educational choices (in key theme of education) – the State School 2 A-level student felt her choice of A-level subjects was not the right one for her to succeed. In contrast, the State School 1 Advanced GNVQ student was clear in his decision-making of his educational choice and thought this course was easier for him because the majority of the assessment comprised of coursework and a few examinations and was a better option for him.</p> <p>Sub-ordinate theme of alternative choices (in key theme of education) – the four A-level students perceived a lack of alternative choices, as they were unaware of the Advanced GNVQ courses, and that they never considered any other options.</p> <p>Sub-ordinate theme of studying as the norm (key theme of education) – the four A-level students revealed that they saw studying as the norm, even though the State School 1 A-level student did not know why.</p> <p>Sub-ordinate theme of university as the norm (key theme of education) – the State School 1, State School 2 and Private School 2 A-level students saw university as the norm, and the State School 2 Advanced GNVQ student further noted how the school was instrumental in this perception of university as the norm.</p>
Impact of Schools on Student Education:
<p>Sub-ordinate theme of school atmosphere (key theme of school) – the State School 1 and Private School 2 students felt that the atmosphere in their schools was relaxed, and was a good environment for studying and for socialising. The State School 2 and Private School 1 students also showed similar views on their schools' atmosphere, which contrasts with the views of the State School 1 and Private School 2 students. The State School 2 and Private School 1 students believed that their school atmosphere was more geared towards work, in which all students have a clear educational goal. These students thought that this was ideal as it helped them to focus on their schoolwork when they did not feel like it, and it encouraged the aim of doing well in school.</p> <p>Sub-ordinate theme of school expectations (key theme of school) – the State School 1 Advanced GNVQ student and the Private School 1 A-level student noted the schools' particular rules which all students were expected to comply with, such as no chewing gum and attending certain school activities. Similar comments were also made by the State School 2 Advanced GNVQ and Private School 1 A-level students on the particular academic expectations of their two schools. These schools are well known and have a reputation to maintain, in order to ensure that many students will go to university, and that these expectations push the students to achieve their capabilities.</p> <p>Sub-ordinate theme of school's preparation of students into adulthood and independence (key theme of school) – the State School 1 and Private School 2 students revealed similar views in that they felt that the school treated them more like adults; they felt the teachers acted differently towards sixth form students, being more friendly and personable with them. These students also thought that the schools were more lenient, with the lessons in school being seen as less class-centred. In contrast, the State School 2 A-level student believed that the school's preparation towards adulthood was more restricted, feeling that the teachers did not treat the students like adults and gave little independence to the students. This student also thought that it was important that sixth formers should be treated differently, as this would allow for greater preparation for university.</p>
Impact of Schools on Student Education:
<p>Sub-ordinate theme of educational importance (key theme of education) – the students seemed to value the education they received at school, also commenting on the fact that education was not just about academia but also about learning to live in a society and get on with the people around them.</p> <p>Key theme of importance - sub-ordinate themes of family and close friendships and happiness showed the areas with which students gained their sense of wellbeing. The two State School 1 students noted the importance of life experience; the State School 1 Advanced GNVQ student highlighted good relationships; and the Private School 2 A-level student also disclosed the importance of courage and religious faith as being other sources of well-being. These areas of importance explained how they felt that the people around them played a large part in their life not only in school, but also in their future.</p>

The next chapter presents the key findings of Studies 1 and 2 and discusses these in relation to the knowledge gained in answering the research questions and hypotheses. These findings will be evaluated in the light of the literature in both chapters two and three which underpin the study.

6. DISCUSSION

This chapter begins by reviewing the research questions and hypotheses and then continues to discuss the findings in a number of sections. The sections include discussions on source types, i.e. parents and students; the two school types, i.e. state and private; and the two course types, i.e. A-level and Advanced GNVQ. The following sections explore the differences between the two state schools, then the two private schools and the number of gender differences revealed in the study. Differences between students with lower and high global self-worth are also examined and then students and parents' expectations and disappointments with regard to students' academic achievements. A number of additional findings revealed in the qualitative study are explored in the sections named social perceptions of A-level and Advanced GNVQ courses and impact of schools. Finally, this chapter presents a general discussion of the findings and puts forward a number of limitations of the research and highlights a number of future needs.

Academic motivation, aspirations, choice and expectations of sixth form students and their parents in state and private school has been the topic under investigation. Previous empirical research and theoretical knowledge relevant to this study was evaluated in the literature review in order to establish the current knowledge in this area. As a result of this existing knowledge, a set of research questions and hypotheses were devised in order to open up an area of investigation that has not yet been subjected to in-depth study. Two studies were devised to answer these questions and hypotheses in a systematic way and suitable methods of analysis were employed to interpret the findings. The present research on the effects of parent and/or perceived peer influences on adolescents' academic beliefs in state and private schools and in A-level and Advanced GNVQ courses, addressed these following questions:

1. Do adolescents in the two types of school and/or two types of courses differ in their levels of motivation, aspirations, choices, and expectations?

2. Do adolescents in the two types of schools and/or two types of courses differ in their communicative relationships with a friend and/or parent, thereby reflecting the relative influence of those individuals?
3. Do adolescents in the two types of schools and/or two types of courses differ in their levels of self-esteem, and global self-worth?

Three hypotheses were also derived for this research:

1. Students attending a private school perceive more influence by their parents than students attending a state school.
2. A-level students perceive more influence by their parents than Advanced GNVQ students.
3. State school students have higher global self-worth scores than private school students.

The findings from the present study did not support the first hypothesis that students attending a private school perceive more influence by their parents than students attending a state school. It is worth noting, however that all the students seemed to be experiencing influence from their parents, with the two private schools and the State School 2 students perceiving this more than the State School 1 students. This global parental influence on students is consistent with the findings of Patrikakou's (1997) model on parental attitudes and behaviours and their influence on adolescents in the area of academic achievement.

However, the second hypothesis that A-level students perceive more influence by their parents than Advanced GNVQ students was found to be supported. The A-level students perceived better parent-child communication and greater parental expectations and influence. Thus these A-level students showed as a result of this parental influence that they were more work oriented, had greater educational focus, more future aspirations resulting in greater motivation and scholastic competence.

With regard to the third hypothesis that state school students have higher global self-worth scores than private school students, the findings from this study did not support it.

The global self-worth scores in all four schools showed similarity, revealing a range of global self-worth scores which clustered around 2.5.

Similarities and differences were found between the parents and students, the state and private schools and the A-level and Advanced GNVQ courses. The findings of Studies 1 and 2 will be explained in relation to the knowledge gained in answering the research questions and hypotheses above and these findings will be evaluated with reference to the existing literature.

As well as adding to previous knowledge the findings from this study have disclosed new ideas for areas of investigation and further unanswered questions which have arisen out of this study. Any such possibilities for future research will also be discussed. Finally, the conclusion will clarify the significance of this study in terms of its contribution to the understanding of academic motivation, aspirations, choice and expectations of sixth form students and their parents within the two types of schools and the two types of courses.

6.1 SOURCE TYPE DIFFERENCES: PARENTS AND STUDENTS

Parents have an important role in the progress of their children's academic success, in having high expectations for their children and communicating these expectations clearly to them. Across all of the school types and course types, the parents believed that they were more expressive than the students perceived, since the parents felt their parent-child communication was better; they declared greater parental expectations and influence, and hence were more effective in influencing their children's education. Thus, the students experienced greater overall parental influence. These findings are consistent with Youniss and Smollar (1985) and supports their idea that parents appear to have strong expectations for their sons and daughters to meet.

In relation to student motivation, differences between the A-level parents and students were revealed. The A-level parents believed that students were motivated to do well in

school more than the A-level students and Advanced GNVQ students and parents. These A-level parents felt that they had clearly expressed their own academic expectations to their children which would motivate them to do well in school. However, the students' level of motivation was less as a result of the indirect pressure and strong influence exerted by their parents. These A-level parents had more faith in their children's motivation than was warranted. The A-level students claimed that they had future aspirations more than the A-level parents believed that they had. These A-level parents revealed their lack of awareness of their children's actual future aspirations, since they had their own high expectations for their child's achievements.

All the students in both the state and private schools believed that they did not work as hard as they should in order to meet their own and their parents' academic expectations, as they claimed that they were less work oriented than their parents believed. Phillips (1984) found that students' perceived competence of their abilities plays a prominent mediating role between children's actual capabilities and their attitudes towards schools, conduct and academic performance. Due to their parents' higher expectations, these students felt less work oriented and in turn may have affected their overall academic motivation. Furthermore, the State School 2 students felt that they were less work oriented than the State School 2 parents and the State School 1 parents claimed. Parents had high expectations for their children's achievements and hence believed that their children were more work oriented than they actually were. The students may therefore have felt less motivated and work oriented due to the indirect parental pressure that they perceived to be present in order to meet their parent's high expectations.

Interestingly, also revealed by the parents was their belief that their children were educationally focused at school and could see the relevance of their schoolwork to everyday life more than the students themselves. Furthermore, the State School 2 parents claimed that students were even more educationally focused than the State School 2 students and the State School 1 students and parents claimed. Since the parents felt that they had clearly expressed their own particular expectations for their child's achievements, hence influencing their achievements, they believed that their

children were more educationally focused than was true. These parents felt that their children worked hard on their schoolwork to achieve their grades and made the most out of their schooling.

Furthermore, both sets of state school parents had more positive attitudes towards the quality of the educational programmes their children were undertaking than the state school students themselves. Moreover, the females in both state schools believed that the educational programmes offered were of high quality more than the males in both state schools. These state school parents had more positive attitudes towards the courses that their children studied, saw the overall benefits of these courses and hence the schools they attended. The students however, did not agree. Student opinion was different because rather than perceiving the course in its entirety, they saw it compartmentalised into where it fits into the daily routine, the class members, the teachers and the amount of homework. The parents thus had higher opinions about the courses and schools, viewing these courses as a whole, rather than the day to day activities and organisation of the school, and consistent with the findings of Chase (1992) where parents were overall more satisfied with school than the students.

The Advanced GNVQ parents and students in the two state schools also showed differences in relation to attitudes toward school. These parents had more positive opinions than the students in relation to the Advanced GNVQ teachers' competency and the quality of the Advanced GNVQ courses and thereby the schools that the students attended. These Advanced GNVQ parents appeared to show great faith that the schools employed suitable teachers and trusted that these courses would fulfil their objectives in giving the necessary vocational skills for their children's future. Moreover, the Advanced GNVQ State School 1 parents thought that the teachers were competent more than the Advanced GNVQ State School 1 students and the State School 2 students and parents. The Advanced GNVQ State School 1 parents were even less critical of the teachers in school, which revealed their greater contentment with their child's school and course.

As with attitudes toward course, this high parental opinion of their children's education was further evidenced by the state school parents' greater belief that their children were learning all they could from their school experience. Further, the state school parents declared greater satisfaction with the schools overall than the students. These state school parents may have felt that they have imparted their high expectations, expressed the importance of education to their children, and as a result the parents are satisfied with the school. These findings further correspond and support the findings of Chase (1992) in which overall parents showed positive opinions about schools and were more satisfied and students less enthusiastic about school.

This high trust and overall satisfaction with the two state schools was further evidenced by the fact that the Advanced GNVQ parents claimed that students were less involved in making their school choice than the students felt that they were. The Advanced GNVQ students thought that they had looked at other schools; believed that it was their own decision; and were involved in the discussion about which school to attend. However, the Advanced GNVQ parents revealed that this was not the case and disclosed that the contribution by students in making their school choice had little value. These parents felt that this decision had been made by them to allow their children to have the best choice of school.

Interestingly, the parental expectations and student expectations for their course grades were equally high. These parents were exerting a strong influence on their children's expectations. Patrikakou (1996) also found that parents, who had high expectations for their adolescents' education, had a positive indirect impact on their children's academic achievement. This was also the case for these students.

Moreover, the students in the State School 2 A-level group and the students in the Private School 2 A-level group revealed that they had higher grade expectations than their parents had for them. These students may have felt even more pressure from their parents, hence their over-estimation their grade expectations. So much so that the State School 2 parents revealed that they would be disappointed if their children did not reach those expectations. However, the private school parents revealed that they would be

less disappointed if their children did not reach their expectations. Thus, showing that parental expectations and the perception of parental expectations were essential in raising the academic expectations and the achievement of adolescents. Smith (1981) found evidence that adolescents' educational expectations were strongly associated with their perceptions of parental educational goals, and it also seems to be the case for these students. The findings are also consistent with the model developed and findings of Patrikakou (1997), revealing the interactions between parents and adolescents in the area of academic achievement.

Interestingly, there was also great similarity between the students own expectations for their course grades and their levels of disappointment. This revealed that the students had particular expectations they wished to achieve, and would be disappointed with their A-level or Advanced GNVQ results if they did not achieve their expectations. These findings contrasted with the students perceptions of their parents' disappointment for students' grades. The students believed that their parents had lower expectations and would be less disappointed if the students did not achieve their expected grades. However the students and actual parental disappointment levels were much more similar to each other than the students perceived them to be. Hence student and parent expectations and disappointments for students' academic achievement were very similar, thus showing the influence of parents on their children's educational expectations. Sanders et al's (2002) assertions that the perception of parental influence is important, acting as a mediator between actual parental expectations and academic achievement and an adolescents desire to please their parents may have been the case with these students. The findings further corroborate Smith's (1981) conclusions.

Therefore these students irrespective of type of school or type of course applied a great amount of internal pressure on themselves to achieve to their own expectations for their results. These students estimated that their parents judged their abilities less favourably and expected them to achieve less, and as a result they may have felt that in order to please their parents, they must achieve the grades they have set for themselves. This in turn may give rise to the students' perception that their parents' disappointment level was much less than their own. These findings suggest that the pressure on the student

for academic achievement has been internalised and that their internal standard of excellence for A-levels are even more stringent than they believed their parents' to be. This is in line with Youniss and Smollar's (1985) research which showed that in areas such as school performance, parents appear to have high expectations, which are known by their children and therefore give rise to increased pressure on the children to achieve to parental expectations. These parents have a positive indirect impact on their children's academic achievement (Patrikakou, 1996).

Further to these parental expectations and influence, and not included in Patrikakou's (1996) model, these parents attached more importance to carrying out extra-curricular activities than their children did. Parents perceived extra-curricular activities, such as school sports teams, as an important part of their adolescent's education and as part of the school process, for example, in learning to be a team member, to be competitive, learning to take responsibility and not letting others down. These parents felt that there were opportunities to learn about such issues in school and highlighted the importance of this. The students however, may see extra-curricular activities as a social occasion rather than a learning process and believe these extra-curricular activities held in school are less important to them than other more social activities that they attend out of school. Trusty (1998) also found in his study on family influence on educational expectations of late adolescents, that students' perceptions of parental educational support and encouragement of extra-curricular activities seemed to influence educational expectations. Trusty's work is supported in this study. It should be noted that influence on particular matters may be bi-directional, in that children may also influence their parents in particular aspects, including motivation, aspirations and achievement.

Friendships play a large part in the student's life and across all of the school types and course types students reported they have better peer communication than the parents thought. The formation of social circles and peer group friendships were of importance to these students. The students believed that they had good relationships with their friends and valued their friends' opinions and actions. Wentzel (1991) noted that positive relationships with peers had been consistently related to positive academic

outcomes; this may also be the case with these students. However, the students did not converse as much with their parents on issues relating to their peer relationships and may have also felt that it was not necessary to do so. Dekovic and Meeus (1997) noted that parents retain a substantial influence on the development of adolescent social relationships outside the family, however, this not found to be true in this study. Perhaps their peers positively influence these students more than their parents believe. These findings were consistent with Kandel and Lesser (1972) assertions that adolescent peers tended to reinforce adult influence rather than invalidate it.

This peer-student friendship was highlighted by the fact that the student groups found it more appropriate to approach their friends for advice on personal problems and intimate matters more than the parent groups believed. In fact, the parents thought that students consider their advice to be more important. The State School 2 parents and the two private school parent groups believed that their advice on personal issues and problems was more important than friends' advice. The A-level parents also believed their children would turn to them for advice on intimate matters rather than their friends. Given that parents believe their relationship with their children is good, the parents therefore presume that their children would always discuss all issues with them, and they may still perceive their children to be more dependent than the students actually feel at this stage in their life. These students are developing their own independent identities and experimenting with various roles as part of their transition to adulthood and their parents do not seem to have accepted this. This findings is similar to the findings of Geogiou (1999) who found that parents who believed that their role was important in affecting their child's achievements tended to be more controlling more facilitative to the developments of the child's interests. The parents seem to value the importance of friends' advice and the importance of their children's friends less.

Since these parents had their own particular academic expectations, aspirations and general interest for their children's future, they also believed that their levels of communication with their children extended to issues on personal problems and intimate matters, using knowledge derived from their wealth of experience. Therefore the experience with which parents are endowed and the belief that their children are

dependent on them are the reasons for this misconception. Students may have felt that their friends' advice was important as they would have a greater understanding of these issues than their parents, and may feel more comfortable and able to talk more freely to friends about their experiences and problems. Students may also perceive this kind of interaction with their peers helps them in the development of close friendships.

In addition, the students claimed to require student security more than the parents believed. The students felt that the people around them, i.e. friends and parents, made them feel more secure in school, with the male students noting this more than the females. These social circles are important to these students and perhaps their peer school friendships in particular make them feel more confident in school.

Further, the A-level students sought advice from friends on the short-term issues of deciding which social events to attend and commitment to their boyfriend or girlfriend, more than the parents think that they did. These friends may be attending the same discos and clubs and the students may desire to do the same activities. Brittain's (1963, 1967) suggestions that friends' opinions and feelings are more important for short-term less important and less difficult areas which are consistent with the findings in this study.

The Advanced GNVQ parents also thought that decisions and advice on the short-term social issues of which social events and which extra-curricular activities the students should attend was more appropriate for their friends to advise them on than themselves. These parents may have felt that friends have more knowledge on these issues and presume that friends would consult each other, for example two friends may wish to join the same extra-curricular activity. However, the Advanced GNVQ students noted that they thought this was less so. These Advanced GNVQ parents were less concerned with the actual extra-curricular activity that their children undertake, but given that they have previously discussed and highlighted the importance of undertaking such activities, their children may also have felt that these parental discussions should also extend to the actual type of extra-curricular activity. Further, the State School 1 Advanced GNVQ parents perceived friends' advice to be important in deciding which

groups to join and for advice on how often to date to be more important than the State School 1 Advanced GNVQ students and State School 2 Advanced GNVQ parents. The State School 1 Advanced GNVQ parents expected their children to discuss these types of issues with their friends rather than themselves. These parents may have felt that these short-term social issues were of less importance and concern to them and may prefer to discuss long-term issues such as educational issues and future plans.

Moreover, the findings from this study further support Wilks (1986) who also asserted that parents' opinions were found to be most important in areas involving educational and vocational decisions, and all 'future-oriented' decisions. The findings are also in line with Steinberg, Dornbusch and Brown (1992) who reported that even when comparing peer influences it is parental influences which have the most salient impact on long-term educational plans of adolescents. The findings also support Kandel and Lesser (1969) in which they found that adolescent peer group friends tend to reinforce parental influence rather than invalidate it. Further, Brittain's (1963, 1967) suggestions that adolescents will seek their parents' advice and opinions for longer-term, important and difficult decisions, such as which courses to take at school, whereas friends' opinions and feelings will be more important for decisions in the short-term, less important and less difficult areas, such as which social groups to attend, were also supported by this study. However, the two private schools and the State School 2 parent groups also revealed their children should also discuss personal issues with them.

In summary, the parents overall believed that their parent-child communication was better than it was in reality. Parents' high expectations have a positive indirect impact on their children's achievements. However, this parental influence caused pressure on their children and in turn students felt less educational focus. Parental expectations and the perception of these expectations raised the students' expectations and achievement outcomes. Parents also have high expectations of their children and as a result believe that their children are more educationally focused than they purport to be. Parents also attached more importance on extra-curricular activities than their children, perceiving these activities as opportunities to learn rather than social occasions, a view taken by their children. Parents and students generally agreed that for long-term educational and

future decisions, parental advice is important and for short-term social issues, friends' advice is important. The parents had high opinions of the courses their children study and thereby the schools that they attend. As a result of these high opinions, high parental expectations and influence, these parents also believed that their children were able to see a purpose between what they were studying and their everyday lives.

The students have a good relationship with their friends and value their opinions and actions. Friends are most influential to the students for short-term decisions. This confirms the suggestions of Wilks (1986), Kandel and Lesser (1969), Brittain (1963, 1967) that friends' opinions and feelings will be more important for decisions in the short-term, less important and less difficult areas, such as which social groups to attend. Social circles become significant to students of this age and this can affect course choices as well as social activities, who they date, for how long and which extra-curricular activities to get involved in. These findings are also in line with Hartup (1978) which indicated that peers influence each other on many important behaviours, including aspirations, achievements, values and attitudes. However, parents seem to value the importance of friends' advice and the importance of their children's friends less as they may still perceive their children to be more dependent upon them than the students feel at this stage in their life. These students are developing their own independent identities and experimenting with various roles as part of their transition to adulthood and their parents do not seem to have accepted this.

The students' lowered work orientation may be attributed to that fact that their parents have particular high academic expectations for them to meet. The students may know these high expectations, and therefore may give rise to increased internal pressure on themselves to achieve to parental expectations and as a result students' may feel tension regarding academic matters. Consequently, the students converse less with parents about how they are working towards passing their courses. The students may therefore feel less motivated and work oriented due to the indirect parental pressure present in order to meet their parents' high expectations. The students may also wish to spend time with their friends rather than on schoolwork.

6.2 SCHOOL TYPE DIFFERENCES: STATE SCHOOLS AND THE PRIVATE SCHOOLS

Differences existed between the two state schools and between the two private schools. However, differences were also revealed between the two state and the two private schools, on educational and social issues which will be discussed below.

The two private schools viewed the importance of extra-curricular activities differently to the two state schools, by perceiving these activities as more important. The private schools may see these activities as an extension of the students' schooling and for opportunities to learn about being part of a team and to be competitive and therefore may place greater value on it. There may also be greater opportunities in the two private schools to do extra-curricular activities more than in the two state schools. However, the state schools may view these extra-curricular activities as more social events and a time to interact with their friends, rather than a valuable learning process.

Moreover, the Private School 1 and Private School 2 A-level parents felt that being scholastically competent was more important than for the State School 1 A-level parents. The two private school A-level parents felt that being scholastically competent was important for greater opportunities for their children's future. These parents may have felt that they had expressed their own academic expectations to their children and hence this importance in scholastic competence may motivate their children to do better in school. As these parents have sent their children to private schools for an education, it is perhaps not surprising that they felt that scholastic competence was important. These findings are inline with the findings of Phillips (1984) in which parents exerted a strong and even causal influence on their children's achievement, attitudes and behaviours. These parents want the best education and opportunities for their children. Since these parents also pay fees, they would perhaps also wish to see a return on their investment.

In relation to the social issues and particularly with regard to which groups students should join, the Private School 2 A-level students believed their friends' advice was

most important, in contrast to the State School 1 A-level students who thought their friends advice was much less important. This shows that the Private School 2 students felt that they would talk with their friends on short-term social issues as this is important in the formation of friendships and more appropriate for discussion with friends than with parents. The Private School 2 A-level students also seemed to make much more clear distinctions of who they would seek advice from for long and short term issues. These distinctions corroborate the findings from Wilks (1986), Kandel and Lesser (1969) and Brittain (1963, 1967) who all agreed that adolescents seek parental advice for long-term difficult decisions and peers for short-term social issues.

For the State School 1 A-level group it was noted that student security for this group was greater than the Private School 2 A-level group. The State School 1 A-level group believed that these students felt that the people around them, i.e. friends and parents, made them feel more secure at school and dependent upon them in some way. This is consistent with the assertions of Dekovic and Meeus (1997) who noted that parents retain a substantial influence on the development of adolescent social relationships outside the family and the strength of family relationships does not decline. These social circles seemed to be more important to the State School 1 A-level group and may make them feel more confident and comfortable in school seeking advice and guidance from either their peers or parents for short-term or long-term issues.

Interestingly, the Private School 1 A-level group reported that students were less work oriented than the State School 1 A-level group. Stronger student-parent agreement was also found to be evident on this factor for the Private School 1 A-level group. These students and parents discussed educational matters concerning how well the student was working in school and how this might be improved. As a result these parents had a clearer idea of their children's work habits and consequently felt that this work orientation was less than was required to meet both the students' and parents' expectations. Further, these private school parents pay fees and hence want their children to work their hardest in order to achieve the best that they can. As a result these students may have higher levels to meet and in order to achieve these expectations; these students may feel more pressure from their parents and themselves to work their

hardest. In contrast, the State School 1 A-level group, who do not pay school fees, felt that they were more work oriented as there may be fewer parental expectations upon them to work and achieve. The fact that these students want to be in school to learn and to achieve for their future may also result in a higher level of work orientation.

Interestingly, the Private School 1 A-level group felt that students saw a purpose in what they were studying in the context of their everyday lives more than the other three A-level groups. Given that these students discussed their work orientation with their parents it may also be the case that these students discussed their education and were more aided in understanding how these courses related to their everyday lives. The Private School 1 A-level group may also have felt that the education in the school was well rounded both in terms of academic and non-academic issues and that there was value in what they were studying and the extra-curricular activities that they carried out at school. In line with the assertions of Fan (2001), parental involvement in their children's education may also affect the students' academic development and overall achievement.

However, the State School 2 A-level group felt that students were less school focused than the State School 1, Private School 1 and Private School 2 A-level groups. The State School 2 A-level group perceived that the students were less involved in the discussions and reasoning for attending this particular school than the other A-level groups felt that the students were. These State School 2 A-level parents seemed to be more controlling than the other parents by making such decisions for their children without consultation with the students. Moreover, the State School 2 A-level group also claimed that students' future aspirations were less than the State School 1 and Private School 1 A-level groups. The future aspirations in wanting a good opportunity for the future and university matters were expressed less in the State School 2 A-level group, as the students may have felt that their parents were less interested in their views. This leaves the State School 2 A-level students feeling less involved and less motivated about their own futures. This finding is similar to Trusty's (1998) study on family influence on educational expectations, where those students who experienced extremely

high levels of parental career control over adolescents' career decisions felt further education was not encouraged.

Moreover, the Private School 2 A-level group believed that the teachers were competent more than the State School 1 A-level group and that the educational programme the students were undertaking were of high quality more than the State School 1 A-level group and Private School 1 A-level group. The Private School 2 A-level group had a high opinion of the teachers in this school and as a result felt that the standard and quality of education was high. These students attend a private school and again since their parents pay for their children to attend this school there is an expectation that the quality of the education will be high. Good student-parent agreement was found for the two private schools in relation to teacher competency and the quality of the educational programme offered to students which revealed that both the students and parents saw the overall benefits of studying these courses in these private schools. Thus, both the students and parents in the private schools showed positive attitudes toward these schools and towards private school education. These findings are consistent with the findings of West et al (1998), in their study on the differences in secondary school choice processes, where parents in the private sector believed that the quality of education was essential more than parents in the state sector. Foskett and Hemsley-Brown's (2000) study revealed that independent school parents' choice was based on a commitment to high-status employment and higher education entrance. Such views from parents may have been transmitted to their children, as these students showed a good knowledge of their parent's attitudes, views and expectations towards their education.

Further, the Private School 2 A-level group believed that students were motivated and satisfied with the school overall, more than the State School 1 and State School 2 A-level groups. Since this group had high opinions of both the quality of the teachers and of the students' private education, in turn they felt that the students were motivated to do well in school and achieve their expectations. Gilman (2001) noted that students participation in a greater number of extra-curricular activities, reported greater school satisfaction which corroborated the findings of this study.

The students may also have felt greater motivation to do well given the fact that their fees are being paid for by their parents. In addition, the belief in the teachers' competency may make the students also feel more motivated. This high opinion of the students private school education is further evidenced by their great satisfaction with the school.

The education that the students received in Private School 2 seemed not only to be solely concerned with the students' academic achievement, but also with the students' social well being. This is explained by the Private School 2 students' belief in the importance of being socially accepted and being liked by others and also in the importance of having job skills more than the State School 1 A-level students. It may also be the case that these issues have been instilled in them by their parents, particularly their mothers, as their opinions are very similar, as factors which are important to them for greater opportunities for the future. These parents revealed their ability to express themselves clearly and with value; consistent with the findings of Smith (1982). Moreover, the State School 2 male A-level students believed that job skills were less important than the following groups: State School 2 A-level female students; Private School 1 A-level students; and Private School 2 A-level students. It may be the case that these State School 2 male A-level students lacked motivation as a result of their parents' controlling behaviour.

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Finally, the Private School 2 A-level students' belief in the importance of knowing how to behave may have arisen from this private school's expectations and school ethos. These Private School 2 A-level students felt that good behavioural conduct was important more than State School 1, State School 2 and Private School 1 A-level students, hence further add to some extent evidence to Donnelly's (2000) assertions that state and private schools may have distinctive values and beliefs which can constrain students to behave in particular ways.

In summary, social circles seemed to be more important to the State School 1 A-level group and may make them feel more confident in school. This dependence on friends and family allows these students to seek advice and guidance from either their peers or

parents on both short-term and long-term issues. With the State School 2 students, however, the discovery that these students were less involved in the discussions and reasoning for attending this particular school and the lower expression of future aspirations may be as a result of their parents being more controlling than the parents in the other schools. These students may feel that their parents are less interested in their views, thus leaving them feeling less involved and less motivated about their own futures.

The two private schools viewed the importance of extra-curricular activities differently to the two state schools and saw it as an extension of the student's schooling and as a valuable learning process giving rise to greater school satisfaction. Further the Private School 1 students and parents discussed educational matters, resulting in their parents having a clearer idea of their children's work habits and feel that this work orientation is less than is required to meet both the students' and parents' expectations. This group also believed that the education in the school was well rounded both in terms of academic issues and non-academic issues and that there was value in what they were studying and the activities that they carried out at school.

The Private School 2 group also revealed that this school has a good all-round image, with both students and parents noting their satisfaction with the quality of the teaching and the school, in terms of both academic and non-academic areas, thus creating a high image of the school. This results in high expectations for scholastic success and has become a 'trademark' of the private schools in current society. These students showed good knowledge of their parent's attitudes, views and expectations towards their education. The students were motivated and satisfied; they placed high importance on being socially accepted, job skills and good behaviour. These are factors which help to produce good all-round characters that are likely to achieve academically and socially; again recognised features of private schools.

6.3 COURSE DIFFERENCES: A-LEVEL AND ADVANCED GNVQ GROUPS IN THE STATE SCHOOLS

The findings of this study support the hypothesis that A-level students perceive more influence by their parents than Advanced GNVQ students. Moreover, a number of pertinent differences were observed between the two types of courses in the state schools, which will be discussed below.

It was revealed that it was the A-Level group who declared better parent-child communication and greater parental expectations and influence than the Advanced GNVQ group. The A-level group felt that they have a good parent-child relationship and hence the expectations that parents have for their children have been expressed more clearly to these students. Thus, these A-level students experienced greater overall influence. These findings were further supported by the better student-parent agreement on the factors concerning parent-child communication and parental expectations and influence for the A-level group than for the Advanced GNVQ group. This showed that the A-level parents' high expectations for their children have been communicated to them, since these A-level students noted their awareness of these high expectations. Smith (1982) concluded that parent-child agreement on a particular orientation may be affected mainly by the clarity and persuasiveness of parental communication relevant to that specific orientation, and the strong effects of accuracy of students' perceptions show the importance of the child's clear understanding of educational goals advocated by the parents. These findings are also consistent with Sanders et al (2002) whereby high quality parental relationships reveal high grade point averages and greater academic expectations due to the adolescents' desire to please their parents. These A-level students were aware of their parents' educational expectations and influence.

Interestingly, also revealed by the A-level group was their belief that students were more educationally focused at school and can see the relevance of their schoolwork. Since these A-level students were clearly aware of their parents' expectations for their academic achievements, due to the higher level of parent-child communication, the A-level group felt that the students were more educationally focused. It may also be the

case that Coleman and Hoffer's (1987) findings that private school students tend to come from families that have higher academic expectations for their children and therefore require their children to take a more academically focused set of courses, and as a result believe they are more educationally focused.

Interestingly, course differences were also revealed in the state schools, where the State School 1 Advanced GNVQ group claimed students were less educationally focused than the State School 2 Advanced GNVQ and the State School 1 and State School 2 A-level groups. The State School 2 Advanced GNVQ group claimed that students were less educationally focused than the State School 1 A-level group. This Advanced GNVQ group felt that the students were less happy with the overall grades they achieved and the time they allocated to their schoolwork. This may be due to the fact that this group declared less parent-child communication which has impacted upon the students' educational focus as these students were less aware of their parents' expectations and hence their educational focus was less.

Interestingly, for opinions on course issues, it was the Advanced GNVQ group who believed that the quality of the educational programme was high and claimed that students saw a purpose between what they were studying and their everyday lives more than the A-level group. The Advanced GNVQ group may have had a higher opinion of the course, since these students were undertaking a vocational course allowing for a greater understanding of the relevance between the issues they are learning and everyday life and may also see the benefits of undertaking such a course more than the A-level group feels in their more specific courses.

In addition to the Advanced GNVQ group's higher opinion of the Advanced GNVQ course, this group also thought that the students were learning all that they could from their school experience more than the A-level group thought. This suggests that the Advanced GNVQ group felt that these students have a more rounded school experience than the A-level group felt, due to the fact that they felt that the course has relevance to everyday life and will lead directly to a real job. Further, the State School 1 Advanced GNVQ group believed their teachers were competent more than the State School 1 A-

level group. This group felt that the teachers were able to impart the necessary information to the students in a manner to which they can understand and feel happy with what they are doing. The State School 1 Advanced GNVQ group therefore revealed an overall positive attitude toward the Advanced GNVQ course.

However, the Advanced GNVQ group believed that students were less motivated than the A-level group believed and in particular the State School 1 Advanced GNVQ group thought that students were less motivated than the State School 1 A-level, State School 2 A-level and Advanced GNVQ groups. This finding is interesting, as one would expect that the Advanced GNVQ would be more motivated than the A-level group, given that they feel that the educational programme was of high quality and that students saw a purpose between what they were studying and their everyday lives, but this is not the case. An explanation for this is that the A-level group felt that their parent-child communication was good, hence the discussions that these A-level students have with their parents on education matters gives them insight into their parents' academic expectations for them and as a result may motivate them to work harder and to do well in their courses. The findings of these A-level students are consistent with the findings of Chaplain (2000) who asserted that students with more positive attitudes will have enhanced motivation towards their schoolwork. Moreover, the A-level students may also feel highly motivated since they are more educationally focused, have greater work orientation and future aspirations and also regard themselves as scholastically competent more than the Advanced GNVQ students and are undertaking the academic A-level course and not the vocational Advanced GNVQ course.

Further to the A-level students' educational focus, the A-level group reported that these students were more work oriented and have greater future aspirations than the Advanced GNVQ group. This may be as a result of the greater parent-child communication and the high parental expectations which have been expressed to these students. These A-level students also have similarly high academic expectations as their parents have for them. Since these students have a clear idea of their parents' expectations and hence have been influenced and guided by them, the students are more motivated to do their schoolwork, in order that they will meet their parents' and their

own high academic expectations, further supporting the assertions of Sanders et al (2002) of the adolescents desire to please parents. These parents were also aware of the future aspirations that their children have. This explanation is supported by the high parent-child communication revealing parents' awareness of their children's actual future aspirations. These findings are in line with the results of Fan (2001) where parental involvement may affect students' academic development and overall achievement.

Further, school focus was also reported to be greater for the A-level group than for the Advanced GNVQ group. This showed that these A-level students were more involved in the choice and discussions about which school to attend, where the State School 1 A-level group reported this the most.

As with educational focus, work orientation and future aspirations, it was the A-level students who believed that they have the ability for scholastic performance and regard themselves as scholastically competent more than Advanced GNVQ students. One explanation for this may be as a result of the differences that are perceived by the students taking the courses. The Advanced GNVQ students may feel that due to the fact that they are undertaking a vocational course, and not the academic A-level course, that they are not scholastically competent. Students are required to have a particular number of GCSE results above a grade C if they wish to undertake the academic A-level course. Students who have not acquired the appropriate number of GCSE grades previously are only offered to undertake the Advanced GNVQ course. Hence the Advanced GNVQ students may feel that they are not as scholastically competent as the A-level students given the fact that they were not allowed to take the A-level course. Correspondingly the A-level students may feel that they are more scholastically competent as those taking the A-level course. It may also be the case that these Advanced GNVQ students perceived themselves to be less scholastically competent due to the fact that they reported less educational focus, work orientation and future aspirations than the A-level students. Thus the A-level students may achieve more than the Advanced GNVQ students.

In terms of whether students made the right choice of subject, the Advanced GNVQ students from both state schools declared that they did. However, with regard to the A-level students, many students thought that they did not make the right choice of subject and some students admitted that they thought that they could have done better if they had chosen other subjects. Interestingly, though all the A-level students believed that they made the right choice in taking the A-level course, with all the Advanced GNVQ students also declaring that they made the right choice in taking the Advanced GNVQ course.

The year 13 A-level and Advanced GNVQ students in all four schools and the two types of courses revealed that the majority of students wished to go to university. Interestingly, the greatest number of students who intended to take up a permanent job and not go to university were found to belong to the two Advanced GNVQ student groups. Taylor Fitz-Gibbon (1997) found that there was a perception that university attendance was considerably lower for Advanced GNVQ courses than for A-level courses. The findings from this current study also revealed this to be the case. Moreover, since the Advanced GNVQ course is a vocational course, these students may feel that they have the necessary skills to enter the world of employment without the need to go to university.

Variation was also revealed between the views of the A-level and Advanced GNVQ groups, in relation to advice in taking up a part-time job. The State School 1 A-level group considered parental advice to be more important than the State School 1 Advanced GNVQ group. An explanation for this finding may be due to the fact that the A-level group declared better parent-child communication and hence felt that advice from their parents was of more value in relation to jobs. Parents have more experience and knowledge on such issues and are more able to discuss and explain these experiences to their children.

However, for advice on the short-term social issue of how to dress, it was the State School 2 A-level group who thought that friends' advice was important more than the State School 1 A-level and State School 2 Advanced GNVQ groups. This is due to the

fact that this group felt a greater closeness with their friends and felt that such issues were important in the development of close friendships.

Further, with regard to students' social well being, the Advanced GNVQ students thought that it was important to be liked by others and to be socially accepted more than A-level students. The State School Advanced GNVQ students noted how they wanted these peer friendships, felt that they were important and placed greater value on these friendships. Moreover, the Advanced GNVQ parents also believed it was important to have close friendships to share personal thoughts and secrets with, more than the A-level parents. These parental values may have impacted on their children given that their children feel the same.

For other social issues, the importance and value the students placed on friendships and social interactions were of more importance to the State School 1 Advanced GNVQ group. This was highlighted by the State School 1 Advanced GNVQ group's belief that students would turn to their friends more for advice on which extra-curricular activities to take up, than the State School 1 A-level, and State School 2 A-level and Advanced GNVQ groups. The State School 1 Advanced GNVQ group may feel that the students have a greater allegiance with their peers and wish to take advice from friends with whom they want to communicate and to join in these activities. Being part of the same social activities was important for these students in the formation of peer group friendships.

In summary, therefore the A-level group believed that their parent-child communication was better, resulting in the parents high expectations being communicated to their children, since these A-level students acknowledged their awareness of these high expectations. As a result, this higher level of parent-child communication allowed the parents' high expectations to be more effective in influencing the students' educational focus, work orientation, motivation for their schoolwork, and the students' overall future aspirations. Further, this greater parent-child communication revealed the students' greater involvement in the choice and discussions concerning which school to attend. The A-level students believed that they had greater scholastic competence,

which may be as a result of the differences that perceived by the students in undertaking the two types of courses. The A-level students may also regard themselves as having the ability for scholastic performance due to the fact that they report more educational focus, work orientation and future aspirations. Thus the A-level students may achieve more greatly than the Advanced GNVQ students achieve given their own perception that have the ability to achieve their academic expectations and their parents academic expectations on their chosen academic A-level courses.

The Advanced GNVQ group revealed their belief in the high quality of the Advanced GNVQ educational programme. The Advanced GNVQ group has a higher opinion of the course, since the Advanced GNVQ students are undertaking a vocational course allowing students to have a greater understanding of the relevance between the issues they are learning and everyday life. These Advanced GNVQ students may also see the benefits of undertaking such a vocational course. An explanation for this is that since these courses are more vocational, this allows students to have a more rounded school experience, due to the fact that they feel that the course has relevance to everyday life and will lead directly to a real job. However, these Advanced GNVQ students were less motivated and less educationally focused, something which suggests less parent-child communication regarding schoolwork, course choices and future university or vocational career choices.

6.4 SCHOOL TYPE DIFFERENCES: STATE SCHOOL 1 AND STATE SCHOOL 2

The findings revealed that differences existed between the two state schools in relation to the levels of parent-child communication and influence, expectations, advice, values placed on peer group friendships and attitudes toward school.

With regard to relationships with parents, the State School 2 group claimed more parent-child communication and parental expectations and influence than the State School 1 group. The State School 2 group felt that parents had an important role in the

progress of their children's academic successes. These greater educational expectations combined with their higher levels of parent-child communication indicated that the parents in State School 2 were more able to express their academic expectations and values, and were overall more influential in their children's education than the State School 1 group. Further, this high amount of parental involvement in their child's education, suggests that the State School 2 group's students had less school focus; these students were less involved in the choice of school, which left them feeling uninvolved. The State School 2 parents were more directly involved and controlling in their child's education, and seemed to make decisions for their children without consulting them. This high parental involvement may also explain why the State School 2 group felt that the students' future aspirations were less. The students' expectations for their future may not match their parents' expectations and as a result the students may have felt that they were less involved and less motivated for their own futures. Perhaps these students also had less faith in their futures, hence revealing lower levels of future aspirations. Therefore the State School 2 group revealed that the students were less involved in the choice of school and that their future aspirations in going to university and wanting a good opportunity for the future were less than in the State School 1 group.

Friendships and social interactions were of more importance to the State School 1 group. This was highlighted by the State School 1 group's belief that students would turn to their friends more for advice on which extra-curricular activities to take up than the State School 2 group. The State School 1 group felt that friends would perhaps be more appropriate to discuss these issues with as they were likely to attend the same activities and so their advice was important in making such choices. Being part of the same social activities was important for these students in the formation of peer group friendships. The State School 1 students and parents saw the value in seeking friends' advice more than the State School 2 students and parents. Moreover, the State School 1 Advanced GNVQ group believed that friends' opinions on which extra-curricular activities to take up were more important than parents' opinions in contrast to the State School 2 Advanced GNVQ students who believed this the least.

Further, the State School 1 Advanced GNVQ group showed that students had greater peer communication and also reported that students sought advice from their friends for social issues on how to dress, more than the State School 2 Advanced GNVQ group. This showed the kinds of issues that these students wished to discuss with their peers, such as aspects of personal appearance and the parents may have felt that that such issues would be more appropriate for the students' friends to advise them than themselves. The State School 1 Advanced GNVQ group felt that the students' relationship with their peers was more expressive and important to the students in the development of such peer relationships. Therefore, the State School 1 Advanced GNVQ group valued the opinions and actions of the student's friends more than the State School 2 Advanced GNVQ group. For the short-term social issues of attending discos and clubs, the State School 2 group believed friends' advice was most important. The student's friends may have had a greater understanding of these issues and the students may have also wished to have attended the same events as their friends. These types of discussions with their peers are important for the development of school friendships. These types of issues may be regarded as social short-term issues and the agreement of students and parents further add to the fact that these matters are discussed with peers. Further Coleman (1980) believed that parents' and peers' values usually overlap and adolescent choose friends whose values are similar to those held by their parents. Given the relationship between these students and parents, this may have been the case here.

Interestingly, in relation to advice on personal problems and information on intimate matters, the State School 1 and State School 2 A-level and Advanced GNVQ groups differ in whose advice they would seek. For the State School 1 group friends' advice was considered to be more important than parental advice. This group may have felt that peer advice was important as they may have a greater understanding of these issues and students may feel that they are more able to discuss these issues more freely with their peers. In contrast the State School 2 group believed that students considered parental advice on these issues to be more important than friends' advice. The two state schools clearly differed in the perception of who students would seek advice from on the issues of personal problems and intimate matters. Since the State School 2 group

reported better parent-child communication, the students would discuss issues on these personal matters as well as academic matters with their parents.

The State School 2 group also noted parents' heavy involvement and influence on long-term academic and future matters, in contrast to peer advice which was used for short-term less difficult decisions on social issues and activities. In relation to seeking information for matters of long-term future issues the State School 2 parents believed that their advice was most important for discussions on which course to take at A-level or Advanced GNVQ, whether to go to university, and the choice of university, more than State School 1 parents. Interestingly, for decisions on choosing a university, the State School 2 Advanced GNVQ parents believed that parental opinion was most important in contrast to the State School 1 Advanced GNVQ parents who believed that their opinion was much less important. These findings are similar to the suggestions of Wilks (1986), Kandel and Lesser (1969) and Brittain's (1963, 1967) who asserted that adolescents will seek their parents' advice and opinions for longer-term, important and difficult decisions, such as which courses to take at school, whereas friends' opinions and feelings will be more important for decisions in the short-term, less important and less difficult areas, such as which social groups to attend.

The State School 2 parents clearly showed their high level of input and interest in relation to their children's academia, and revealed the dependence that these students had on their parents in helping them make such decisions. These findings are consistent with Georgiou (1999) who asserted that parents who believe that their own role is important in affecting their child's achievements tend to be more controlling and more facilitative to the developments of the child's interests. Moreover, these parents showed distrust in their children to make such future long-term decisions either on their own or with their peers, clearly showing that they felt that their input in their child's future was most important. These findings support Trusty's (1998) study which ascertained that parental career control was found to be positively related to adolescents' educational expectations and the more positively adolescents perceived their parents, the more adolescents perceived their parents as controlling and the more parents reported involvement behaviour, the higher the educational expectations of late adolescents.

The State School 1 Advanced GNVQ group showed the students' clear independence from their parents as they believed that students considered parental advice in choosing a university to be less important in contrast to the State School 1 A-level, State School 2 A-level and State School 2 Advanced GNVQ groups. Moreover, the State School 1 Advanced GNVQ group felt that parental advice for university issues was less important to them, as they may have not wanted to have parental guidance believing that advice from friends and teachers was adequate. These parents may also have trusted that the students were aware of their opinions and expectations. The State School 1 Advanced GNVQ group therefore felt that students would have considered it important to consult their friends for advice on both long-term *and* short-term issues. This finding contradicts Hunter and Youniss (1982) in which distinctions were revealed for the roles of parents and peers. The findings in this study are more in line with the study by Young et al (1999) who found that adolescents can also be significant influences on their peers in the area of career choices.

The differences in attitude toward school were also shown between the two state schools. The State School 1 A-level and Advanced GNVQ group claimed that students saw a purpose between what they were studying and their everyday lives more than the State School 2 A-level and Advanced GNVQ group. The State School 1 Advanced GNVQ students appreciated the relevance of the courses to their everyday lives. The State School 1 Advanced GNVQ group also thought that the teachers were competent more than the State School 2 Advanced GNVQ group. This group felt that the teachers were able to impart the necessary information to the students in a manner to which they could understand and felt happy with what they were doing. This group also revealed trust in the school that the courses would fulfil the educational objectives of the students and parents, and were therefore less critical of the teachers, believing that the school employed suitable teachers to run the courses effectively. Furthermore, the State School 1 group felt more satisfied with the school than the State School 2 group. The State School 1 group therefore showed their higher opinion of and trust the school.

Interestingly, even though the State School 1 Advanced GNVQ group reported that they thought that the students had a greater understanding of the relevance of their courses

and that they felt that the teachers were competent, this group reported less educational focus than the State School 2 Advanced GNVQ. The State School 1 Advanced GNVQ group felt that students were less educationally focused which may be due to the fact that the students placed greater emphasis on social interactions and less on their schoolwork and making the most out of their education.

However, the State School 1 A-level and Advanced GNVQ students believed they had the ability for scholastic performance and regarded themselves as scholastically competent more than State School 2 A-level and Advanced GNVQ students. This may be because these students saw more of a purpose between what they were studying and their everyday lives and were more satisfied with the school overall; hence these students felt better about their scholastic performance in school. It may also be the case that the students' peer friendships have had a positive influence on their academic achievements and their feelings about their schoolwork and is inline with the findings of Hartup (1978) who found that peers strongly influence each other on many important behaviours including aspirations, achievements, values and attitudes. The State School 1 group therefore believed that students felt happy and supported by their peers in school, and revealed more independence from their parents as these students sought advice from friends for both long-term *and* short-term issues. These factors may lead to better achievements for the students in State School 1.

In summary, the parental involvement in State School 2 was very high; the students felt uninvolved in their school, course and university choices which may have given rise to their lack of motivation. The State School 2 parents felt that their advice was highly important on school and future matters, since they also reported that their parental expectations and influence and levels of communication with their children were greater. These parents felt that their input was pertinent for course and university choices as they have their own expectations of their child's academic achievements. Moreover, the State School 2 Advanced GNVQ group also felt that parental advice plays an important part in making decisions in relation to future occupation. The State School 2 students also showed their lack of independence from their parents and allowed their parents to make decisions while they took a back seat. Perhaps they

believed that their parents had more knowledge and experience in these areas and such decisions should be guided by their parents rather than by themselves. This lack of involvement in the decisions leading to lower levels of motivation could possibly be a reaction to their parents over involvement in their education. High parental involvement in the choice of university and career clearly demonstrated the students' willingness to allow their parents to take control of their future lives rather than actively seeking to make their own independent choices. These students however only sought their peers' advice for making some day to day less difficult decisions regarding life style, physical appearance and social activities.

These findings revealed that the two state school groups demonstrated greater dissimilarity between each other than similarity. Hence despite the fact that these two schools are state-run, the views, attitudes and expectations of the students and parents in relation to their particular state school differ greatly, which suggests that these two state schools are run differently expressing different ideas concerning parental involvement, the value of peer friendships, education and ethos.

6.5 SCHOOL TYPE DIFFERENCES: PRIVATE SCHOOL 1 AND PRIVATE SCHOOL 2

The two private schools revealed that they were much more similar to each other than the students and parents in the two state schools. The main difference between the two private schools was found in relation to the students' educational focus. The Private School 2 group reported that students had much greater educational focus than the Private School 1 group thought. The Private School 2 group believed that students and their parents had much higher educational expectations and future aspirations. These parents have their own particular expectations for their child's achievements, which they believe they have expressed to their children, hence influencing the student's academic achievements.

This is further verified by the good student-parent agreement that the Private School 2 group in the factor concerned with parent-child communication. The students and

parents therefore acknowledged the relationship that they have with each other. These students may experience and accept the greater overall influence that their parents have on them and hence the effect that this has on the students' overall academic achievements. The Private School 2 students may have further felt a great amount of pressure from their parents to achieve the expectations that they have set out for them. As a result these students may have felt that they must be more educationally focused in order to meet those expectations. These findings may also give rise to Eccles (1983) assertions that students for whom parents have high expectations, also have high expectations and perform better in academic tasks.

In contrast the Private School 1 group exhibited a stronger relationship and agreement between parents and students in the factor concerning parental expectations and influence. This may mean that there was less conflict between these students and parents on educational matters and these students may have felt less tension regarding academic matters and the expectations and influence that their parents have for them. Further, Smith (1981) found evidence that adolescent educational expectations were strongly associated with their perceptions of parental educational goals, and the similarity between student and parent expectations revealed that students were clearly aware of and have been influenced by these expectations.

In summary, it has been shown therefore that the two private school groups revealed greater similarity with each other than dissimilarity. The only area of concern which showed how these two types of school differ was in the area of educational focus, in which the Private School 2 group declared more of for these students. There were also greater concordance of parent-child communication and hence the expectations that the students' parents have for them. Further, these students may be aware of their parents' commitment to sending them to a private school and as a result aware of their parents' expectations for their future; similar to the assertions of Foskett and Hemsley-Brown's (2000). Interestingly, the Private School 1 group showed that the students were more highly aware of the expectations and influence that their parents may have, hence this may result in less conflict and tension regarding academic matters. These students may feel less pressure from their parents to achieve the expectations that their parents

have for them. However, both groups of students show a good knowledge of their parent's attitudes, views and expectations toward their education. These findings suggest that the privately-run schools are much more similar to each other in terms of the students' and parents' attitudes towards students' education in school.

6.6 GENDER DIFFERENCES

The findings revealed a number of gender differences which will be discussed below. With regard to close friendships, the female students believed that they have the ability to form close friendships to share personal thoughts and secrets with, more than the male students. The male students however, may have friendships for more social activities, such as sports groups. This may also explain why the male students felt that student security was greater for them than for the female students. Male students may place a different emphasis on their peer group friendships, whilst the females wish to gain close friendships, the males may wish to involve themselves with a group of friends to socialise with generally. These findings are consistent with the findings of Lightbody et al (1996) who asserted that females reported that they liked their friends more than males reported while males liked sports and social clubs more which increase the students' motivation to do well.

Interestingly, the gender difference in the opinions of the Advanced GNVQ parents revealed that the male Advanced GNVQ parents believed that their advice is important on whether to take up a part-time job more than the female Advanced GNVQ parents. These male Advanced GNVQ parents may believe that they have knowledge on this issue and feel more able to communicate to their children on practical issues rather than personal issues. The female Advanced GNVQ parents may presume that their input is less important to their children and feel that their knowledge and advice would not be sought as much as the male Advanced GNVQ parents expect.

Dissimilarity between the female and male A-level parents was also disclosed. The female A-level parents believed that they were more able to form close friendships and

were more socially accepted. The female A-level parents may feel that their ability to form close friendships may also extend to the relationship that they have with their children and hence feel that they have the capacity to be more expressive and more communicative than the male A-level parents.

In addition, a gender difference regarding the importance of close friendships was revealed through the state school parents' beliefs. The female state school parents felt that it was important to have close friendships to share personal thoughts and secrets with, more than male state school parents. The importance of meaningful close friendships and these beliefs may have been expressed to their children by the female state school parents. As a result students may find their mothers more expressive and therefore more influential in shaping their general attitudes and expectations and is consistent with Smith's (1982) assertions that parent-child agreement on a particular orientation may be affected by the clarity and persuasiveness of parental communication relevant to the specific orientation.

The female A-level parents also believed they were more job competent than the male A-level parents, and hence were happier with their skills and knowledge that enable them to feel competent at work. Job competence may also have been expressed to the female students by their mothers, as the state school female students perceived that they were job competent more than the state school male students. Again, these parents revealed their ability to communicate their own abilities to their children and influence them. These female students felt that they had job skills, were ready to do well at part-time jobs, and believed that they were competent at a job if they were already employed. These students may feel that it is important to be job competent in order to compete against their male counterparts and each other in the future.

In relation to students perceived abilities to do well at sports and its importance, however, the state school male students believed they were athletically competent and it was important to do well at sports more than the state school female students. This may be due to the male student groups taking more of an active interest in school sports activities and as a result feel that they are more competent at these sports than the

female students. Interestingly, this finding is similar to the male parents in the belief that they are more athletically competent than the female parents. These values may have been passed on to the male students, directly or indirectly and further confirms Smith's (1982) assertions that parent and student agreement on a particular issue may be affected by the parents ability to clearly explain the issue to their children. Being athletically competent may also be seen as a part of being socially accepted by their peers. These male students may have felt that being good at sports was the best way to prove themselves in front of their peers resulting in greater respect from their peers. Being athletically competent to these male state school students was more important to them than doing well academically. Therefore the importance of being athletically competent and being respected by peers may be a reason why the male students did not see schoolwork as important.

Variation between the views of the male and female Advanced GNVQ students in relation to physical appearance was revealed. The male Advanced GNVQ students believed that they were happy with their physical appearance more than the female Advanced GNVQ students. These male students may have felt happier with their appearance as they may have been less conscious of themselves and of what others think that they look like. In contrast, the females found that this was an important issue to them and are very conscious and worried about how they are perceived physically by others. It should be noted that physical appearance is a greater issue in the two state schools since no school uniform is worn, in contrast to the two private schools where a school uniform is mandatory. Therefore the physical appearance of the two private school student groups may be less of a day to day issue than it is for the two state school student groups.

Further, the female students considered it important to be scholastically competent, job competent, have good behavioural conduct and be happy with their physical appearance more than the male state school students. The female students' may have thought that these issues are important, because these are areas that they believe may advantage them in the future. It may also be the case that the female students feel that these types

of issues would make them feel happier and more content with themselves, allowing for an increase in their overall global self-worth.

Regardless of the fact that the female state school students felt that they were more competent and felt it was important to be competent in the above areas than the males, the state school male students revealed higher global self-worth than the state school female students. This may explain to a degree why the male Advanced GNVQ state school students were happier with their physical appearance and were therefore less conscious of how they are perceived by others, in contrast to the female Advanced GNVQ state school students. The male students may have felt happier than the females in the school that they attended and content with how they performed and behaved in school. Harter (2000) noted that individuals, who evaluated their looks positively, correspondingly reported high self-esteem and conversely those less happy with their physical appearance reported lower self-esteem. This is consistent with the findings of the male and female Advanced GNVQ state school students.

In summary, the gender differences showed that the male state school students' friendships were different to the female state school friendships. This highlights the differences between the male and female students with regard to the types of friendships they wish to form, with the males revealing that their friends are required for more social, less intimate matters and the females feeling their friends are for sharing things with and for forming close bonds with. The males are not worried about their appearance in contrast to the females who are concerned how others perceive them. The male students also noted their greater need for student security, giving rise to a greater feeling of security in school because they have their friends in the same classes as them and their friends carry out the same extra-curricular activities. This may explain to a degree why the male state school students have a higher global self worth than the females.

6.7 LOWER AND HIGHER GLOBAL SELF-WORTH

The lower and higher global self-worth student groups disclosed a number of pertinent differences in relation to parent-child communication, parental influence, expectations, advice, values placed on peer group friendships and attitude toward school. Those students with lower global self worth interviewed also allowed for further understanding of these matters in relation to those with lower global self worth.

Across all the school types and course types, it was revealed that students with lower global self-worth perceived less parent-child communication, believed that they were less educationally focused and felt that there was less importance in extra-curricular activities than those students with higher global self-worth. Marsh and Craven (1997) suggested that the attainment of a positive self-concept affects academic behaviour, academic choices, educational aspirations and subsequent achievement. This may be true for those students with higher global self-worth and conversely for those with lower global self-worth.

Those students with higher global self-worth were more educationally focused, happy with their schoolwork and believed in the importance of extra-curricular activities as a result of this parent-child communication, and hence experienced greater overall parental influence. These students may have a greater awareness of their parents expectations and as a result be more educationally focused. The students also valued the importance of extra-curricular activities which may have been due to greater parental educational support and encouragement of these extra-curricular activities. Trusty (1998) found that these parental actions seemed to influence the adolescents' educational expectations and may also be the case for these students. Further, Marsh (1992) reported that students' who participated in more extra-curricular activities reported significantly higher academic self-concepts. Given that these students valued the importance of extra-curricular activities, these students may also have participated in more activities than those students with lower global self-worth.

The students with lower global self-worth believed that their parents were less expressive and effective in communicating with them in all areas including educational

matters. Thus these students were less aware of the expectations and aspirations that their parents may have for them. These findings are in line with Parsons et al (1982) in relation to the impact of parents on children's self-concept of achievement and related beliefs regarding mathematics achievement. Their study found that parents who thought mathematics was hard for their children and believed that their children were not very competent at it, have children who also possessed a low self-concept of their mathematics ability and had low expectancies for their future performances. This is further verified by the lower global self-worth students' belief that they were less educationally focused. These students felt less happy with their schoolwork and overall grades that they have achieved. As a result of their lack of parent-child communication the students may also have felt less aware of their parents' expectations, which gave rise to less educational focus.

As with the lack of parental guidance on educational matters, their parents may also have not fully expressed to them the importance of extra-curricular activities, which are valuable opportunities to learn about team membership and competition. Hence these lower global self-worth students viewed such activities as less important to them. Morrow and Wilson (1961) found that high-achieving adolescents, compared with low-achieving adolescents, tended to come from families where decisions, ideas and activities were shared by family members. This may also be true for those students with higher global self-worth and conversely for those students with lower global self-worth. These findings were further expressed by the lower global self-worth students themselves in the qualitative thematic analysis. In the key theme of parents and in particular the sub-ordinate theme of parent-child communication, the State School 1 A-level student disclosed that the communication that she had with her parents in relation to educational matters was very limited and felt a distinct lack of parental pressure to do her schoolwork. This student highlighted her parent's lack of involvement in her schooling and further added that she would in fact like more parental intervention.

This distinct lack of parent-child communication and hence lack of parental influence for the lower global self-worth students was further evidenced by the four A-level students interviewed and was highlighted in the key theme of students and in particular

the sub-ordinate theme of self influence. These four A-level students felt that they themselves were most influential when they chose their courses to study. This showed that there was little discussion with parents on matters of education and in particular choice of course. Moreover, the two state school Advanced GNVQ students noted the lack of parental expectations and parental influence on their future plans, which left these students feeling that their parents showed little interest in the courses they studied and their plans for their future.

Since the lower global self-worth students felt that they discussed educational matters less with their parents, they were therefore much less aware of their parents' academic expectations and future aspirations for them. Hence the influence that these parents had on their children's academia was limited. The four state school students in the qualitative interviews showed that this lack of parent-children communication and lower levels of educational focus gave rise to these students' lack of motivation in school. This finding was highlighted by the sub-ordinate theme of student motivation. These four state school students felt that they found it difficult to put effort into their schoolwork, noting their lack of motivation to do their schoolwork, thus lowering the students overall academic expectations. Interestingly, these students acknowledged that more effort may have been necessary in order to achieve their own academic expectations and was presented in the sub-ordinate theme of educational effort. The accounts revealed the students' awareness of the fact that in order to achieve their expectations and grades in their courses, more effort was required on their part.

These findings support the study by Phillips (1984) who also found that children with low perceived competence held lower expectations for future success in school, found their current schoolwork more difficult, and felt that doing well in school took more effort than those in the average or high perceived competence groups. Students' expectations for their future may therefore be affected by their beliefs about their own capabilities regarding their academic achievements. The lack of parent-child communication may result in limited knowledge of their parents' expectations or ideas for their future and hence their educational focus was less. These students also noted their decreased levels of motivation to do their schoolwork and felt that the effort that

they put in was less than was necessary, which resulted in a decreased level of educational focus.

The importance of extra-curricular activities may also not have been expressed to these students by their parents, hence they may not wish to participate in the activities provided by the schools. Gilman (2001) found in his study that adolescents who participated in fewer numbers of structured extra-curricular activities reported less school satisfaction. This finding was also found to be true for the lower global self-worth students in this study as they felt significantly less satisfied with school than those students identified with higher global self-worth. This lack of school satisfaction was further highlighted by the sub-ordinate themes in the thematic analysis of teacher pressure, teacher competency and student motivation. The State School 2 Advanced GNVQ student and the two private A-level students commented on the fact that the teachers placed too much pressure on students to study academic A-level courses, and as a result the State School 2 Advanced GNVQ student felt that this attitude assumed the student was an under-achiever when compared to those students on the A-level courses.

Moreover the Private School 1 A-level student noted dissatisfaction with the school and commented that school was boring and that she felt totally unmotivated. These factors further explain why these students were less satisfied with school.

Further, the students with lower global self-worth perceived that they were less scholastically competent and less job competent than the students with higher global self-worth. This lower perceived ability for scholastic performance and job competence may be attributed to their lack of educational focus, lack of motivation, their lack of effort in their schoolwork and overall dissatisfaction with school. Moreover, scholastic competence was also found to be evident in the key theme of students. The State School 1 A-level student noted her awareness of her scholastic competence, revealing that she felt less competent in two out of her three A-level subjects. These findings are consistent with Alves-Martins et al (2002) younger age group cohort, where students with low levels of achievement revealed lower self-esteem, however conflicts with the

older age groups. Further, the State School 2 Advanced GNVQ student also disclosed her sense of low academic worth arising from the fact that she re-took a GCSE subject, influencing her belief that she was not academically capable of undertaking academic courses, due to comments made by her peers. This Advanced GNVQ student also felt that the teachers in the school saw the academic A-level course as superior, further giving rise to her lowered sense of self-worth and lower ability for scholastic performance. This may mean that the lower global self-worth students' belief in their lack of scholastic competence and job competence may give rise to a general lack of motivation to do their schoolwork and hence further add to their feelings that they were not as educationally focused as the students with higher global self-worth.

The formation of social circles and peer friendships was important to students. Hence how they felt about their appearance and the way that they were viewed socially by others was pertinent to these students. It was revealed that the students with lower global self-worth felt less happy with their physical appearance and believed that their romantic appeal to others was less than the students with higher global self-worth. These findings are consistent with Harter's (2000) findings that physical appearance was consistently found to be judged as most important; those individuals with higher global self-worth evaluated their looks positively, and conversely those who were less happy with their physical appearance reported lower global self-worth. Interestingly, no gender differences were revealed in this domain. These lower global self-worth students were very conscious of their own appearance and clearly showed their unhappiness with this. This resulted in their belief that they were less attractive and less romantically appealing, and was identified as a major part of their overall global self-worth.

Furthermore, the students with lower global self-worth perceived that they were less socially accepted and had fewer close friendships than the students with higher global self-worth. This may be due to the fact that the lower global self-worth students felt that they are less attractive to others and as a result felt less confident. The students felt that it was harder for them to become socially accepted and form close friendships. This finding was further explained by the sub-ordinate theme of peer acceptance. The

two state school Advanced GNVQ students commented on how they felt intimidated in school by others and showed a desire to behave like the other students in order that they may gain acceptance from their peers in class. The State School 2 Advanced GNVQ student further verified these findings by exposing that she wished to appear like the other class members to reduce the pressure she felt about not being liked by her peers.

Moreover, the two state school Advanced GNVQ students in the sub-ordinate theme of self-confidence also noted their lack of confidence with others peers and were very conscious of what people think of them. Interestingly, these students also admitted that they did not reveal their true selves in front of others, as they were so conscious of not being liked by their peers.

The sub-ordinate theme of peer school friendships revealed that the Private School 1 A-level student, felt her friendships in school have changed since being in the sixth form, and felt that they have become more institutionalised by the school. This student felt that this was not appealing and that her peers were very dissimilar to herself. This highlighted how the Private School 1 A-level student felt alienated in school simply because she felt that she was not similar to them.

It was also found that the students with lower global self-worth believed that they were less athletically competent and their behavioural conduct was less than satisfactory to them than the students with higher global self-worth. These findings give further examples of how these lower global self-worth students felt very conscious of themselves and their abilities not only scholastically but also in other areas including athletic competence. With regard to behavioural conduct the lower global self-worth students may have felt that this is less than satisfactory to them as they generally have a lower opinion of themselves in contrast to the students with higher global self-worth. These findings are consistent with Rose and Larkin (2002) study what the perceptions of physical appearance and behavioural conduct contributed significantly to the prediction of global self worth.

Unsurprisingly, the students with lower global self-worth believed in the importance of their physical appearance significantly more than the students with higher global self-worth. This showed that the students with lower global self-worth felt that physical appearance was important to them and this domain clearly impacts on their lives and their general feelings about themselves and how they feel about interacting with others.

In summary, the findings therefore revealed that students with higher global self-worth perceived greater parent-child communication, were more educationally focused and felt that there was importance in extra-curricular activities. These higher global self-worth students felt that their parents had expressed their academic aspirations to them effectively. As a result these students were more motivated, felt scholastically competent and job competent. These students were also happy with their physical appearance, felt more socially accepted and had close friendships.

In contrast students with lower global self-worth perceived less parent-child communication, believed that they were less educationally focused and felt that there was less importance in extra-curricular activities than those students with higher global self-worth. These lower global self-worth students thought that their parents were less expressive and effective in communicating with them in all areas including educational matters. Thus these students were less aware of the expectations and aspirations that their parents may have for them. The lower global self-worth students also reported that they lacked motivation for educational matters and hence felt less scholastically competent and job competent. These students also revealed their unhappiness with their physical appearance, felt less socially accepted and had fewer close friendships. These lower global self-worth students were very conscious of their own appearance and clearly showed their unhappiness with this which resulted in their belief that they were less attractive and less romantically appealing, constituting a main part of their overall global self-worth. Moreover these students felt less confident and found it harder to become socially accepted and to form close friendships.

6.8 LOWER AND HIGHER GLOBAL SELF-WORTH STUDENT AND PARENT EXPECTATIONS AND DISAPPOINTMENTS

There was great similarity between the findings for the lower and higher global self-worth groups in relation to student and parent expectations and disappointment levels. The qualitative interviews with the lower global self-worth students gave further perceptions and information from students in each course and school.

In relation to the student and parent expectations the two groups showed very strong relationships between student and parent expectations, whereby the parental expectations of their child's achievements were similar to the students' own expectations. Moreover, the sub-ordinate themes of parental expectations and parental pressure revealed that the students believed that their parents expected them to finish their school education and go on to study at university. The accounts also revealed that both the State School 1 and State School 2 A-level students felt implicit parental pressure to stay on in school. Further, the sub-ordinate theme of parental disappointment showed that the State School 1 and Private School 2 A-level students noted that their parents would have been particularly disappointed if they had left school at sixteen.

The Private School 1 A-level student also disclosed that she felt parental and family pressure to do well. This student noted that she was attending a private school at great financial cost to her parents. Hence there was a further expectation and pressure upon her to do well so that her parents saw a return on their investment.

Moreover, the students' own expectations and own disappointment levels revealed that the students have particular expectations for their results and would be disappointed if they did not achieve those particular grades. Further evidence for this was given by the sub-ordinate theme of student disappointment, by the four A-level students and the two Advanced GNVQ students interviewed. These students revealed their self-disappointment if they did not achieve their expected grades, highlighting issues such as a lower grade would be attributed to being lazy, and not putting enough effort into their schoolwork. Furthermore, the State School 1 A-level student felt a "secret pressure" by her parents to go to university, due to the fact that her mother did not go to university

and hence there was an unspoken expectation and pressure for this student to do what her mother did not.

However, in relation to the students' own expectations and actual parental disappointment, the findings showed that the parents had slightly lower expectations than the students had for their results. The parents would therefore be less disappointed than the students would be, which was also shown by the correlation of students' own disappointment and students' perception of parental disappointment. This relationship showed that students perceived that parental disappointment would be slightly less than their own.

These students estimated that their parents judged their abilities less favourably and expected them to achieve less and partly supports the findings of Phillips (1987). Phillips found that children with low perceived competence had substantially different perceptions of their parents' beliefs about their competence. The results in this study showed that students with lower and higher global self-worth felt this way. These students may have felt that in order to please their parents, they must achieve the grades they have set for themselves. This in turn may give rise, to the students' perception that the disappointment level for their parents was much less than their own disappointment level. In areas such as school performance, parents appear to have strong expectations for their children to meet (Youniss and Smollar, 1985) but parents who have high expectations for their adolescents' education, can have a positive indirect impact on their children's academic achievement (Patrikakou, 1996). These high expectations may be known by the students, and therefore give rise to increased pressure on the students to achieve to a standard expected by their parents. In contrast the correlation for students' own disappointment and actual parental disappointment revealed that the relationship was stronger and showed parental disappointment to be much more similar to the students own disappointment levels.

These findings illustrate that the students irrespective of the global self-worth grouping applied a great amount of internal pressure on themselves to achieve their expectations. This was further verified by the accounts given in the interviews by the four A-level

students and the State School 2 Advanced GNVQ student who revealed in the subordinate theme of self pressure to achieve, that they in fact put pressure on themselves to do well, believing that they have high standards. The students also noted that this added internal pressure helped them to work harder and to achieve their expected grades.

These findings show therefore that there was little difference between the higher and lower global self-worth students regarding the student and parent expectations and disappointment levels. However, the students noted that their parents expected them to finish school and achieve their grade expectations. These students may also feel that in order to please their parents, they must achieve the grades they have set for themselves. This in turn may give rise, to the students' perception that the disappointment level for their parents was much less than the students' disappointment level. Finally, the students revealed that they put pressure upon themselves to do well and would be disappointed in themselves if they do not satisfy their own expectations.

6.9 SOCIAL PERCEPTIONS OF A-LEVEL AND ADVANCED GNVQ COURSES

The qualitative interviews also elicited some interesting findings which have previously not been revealed from the quantitative findings. In relation to the perception of the A-level and Advanced GNVQ courses, the sub-ordinate theme of A-levels as the norm, in the key theme of education, showed that the four A-level students felt that taking A-level courses was the norm and believed that this type of academic course was a natural progression after GCSEs. These A-level students also commented on the fact that they felt that everybody studies for A-levels after their GCSEs and that they had never really considered anything else. It was also revealed by the State School 1 and Private School 2 A-level students, as shown in the sub-ordinate theme of parental expectations, that they thought their parents also expected them to undertake the A-level course. The State School 1 A-level student also added that her brother was taking an Advanced GNVQ course, and thought that her parents would have preferred him to do A-levels. These A-level students strongly believed their comments to be the views of the majority, in saying that A-levels were the norm. Thus the fact that other courses exist,

which are comparable to the A-level option, yet which are ignored clearly highlights that students view the academic and vocational courses differently. These findings are supported by Huckman and Fletcher's (1996) conclusion that "others" view vocational subjects as "second best".

Moreover, revealed in the sub-ordinate theme of perception of courses, the State School 1 A-level student, the State School 2 Advanced GNVQ student and the two Private School A-level students perceived the academic A-level course as more highly regarded in society than the vocational Advanced GNVQ courses. These students believed that the academic A-level courses were harder and seen as a better choice than a vocational course. In addition these students felt that A-levels were the requirement in order to successfully gain entry into university. However, the State School 2 Advanced GNVQ student noted her anguish at this. This student felt that people push students to do A-levels and disregard the vocational Advanced GNVQ course. Further, she believed that A-levels were seen as the only requirement to get on in life and if students undertook the vocational Advanced GNVQ they were seen as less academically able.

Further, the accounts given by the two Advanced GNVQ students revealed that the A-level choice was an unavailable option to them, as they did not have enough A to C GCSE passes to be considered by the school to undertake the academic A-level courses even if they had wished to take A-levels. Therefore the only option available to these Advanced GNVQ students was either to study for a vocational Advanced GNVQ or to leave school. This is consistent with the finding from Taylor Fitz-Gibbon (1997) where 1 in 5 students stated that low GCSE grades or lack of GCSE was a factor in students' choice between taking A-levels or an Advanced GNVQ course.

These findings from the A-level and Advanced GNVQ students clearly showed the divide in the perception of the two types of courses. The A-level students believed that the academic A-level course were the norm and felt that it was of better quality than the vocational Advanced GNVQ course. These students also perceived that undertaking the A-level course was necessary to have a chance at university. The Advanced GNVQ students, however, revealed that they did not have enough GCSE grades to be accepted

for the A-level courses. This clearly has an effect on how the students in the Advanced GNVQ courses felt about themselves. These Advanced GNVQ students felt that they were not as academic and scholastically competent as those students undertaking the A-level courses.

Interestingly, the formation of the sub-ordinate theme of educational choices revealed that the State School 2 A-level student felt that her choice of A-level subjects was not the right one for her to succeed, commenting that if she had chosen the right subjects, she thought that she would have achieved more overall. In contrast, the State School 1 Advanced GNVQ student was clear in his decision-making of his educational choice. This Advanced GNVQ student noted that the Advanced GNVQ course was easier for him because the majority of the assessment of the course comprised of coursework and a few examinations. Due to the fact that this student felt that he was not very good at taking examinations, and given that most of the marks were based on coursework, undertaking an Advanced GNVQ was a better option for him. Taylor Fitz-Gibbon (1997) also found that more than half of the students in her study noted that preference for coursework, as opposed to examinations, was a factor in their choice between taking A-levels or an Advanced GNVQ course.

Interestingly, the thematic analysis also revealed the sub-ordinate theme of alternative choices. The four A-level students perceived that they had a lack of alternative choices, given that these students were unaware of the Advanced GNVQ courses, and that they never considered any other options. Perhaps these students did not see the vocational Advanced GNVQ as a real alternative to the academic A-level course.

Despite this perceived lack of options the four A-level students revealed that they saw studying as the norm even though the State School 1 A-level student did not know why. Moreover, the State School 1, State School 2 and Private School 2 A-level students also saw university as the norm. Interestingly, the State School 2 Advanced GNVQ student noted how the school was instrumental in this perception of university as the norm.

In September 2000 the Advanced GNVQ course was changed to the Advanced Vocational Certificate of Education (AVCE) also known as vocational A-levels. The AVCEs have the same aims and objectives as the Advanced GNVQ courses with emphasis on knowledge, skills and understanding in broad vocational areas and focuses on investigative work and assignment writing. This new course is effectively the same course as the Advanced GNVQ course, the only real difference is that the AVCEs are graded A-E in order to make them more easily comparable to academic A-levels. Given that the views of those students interviewed in this study believed that the vocational Advanced GNVQ was not a real alternative to the academic A-level course, the introduction of essentially the same course with a new name may not convince students to undertake it. The students interviewed also commented on the students' perception of the academic A-levels as the norm and that this new AVCE course may not help to change these views. This highlights the point that there is an expectation for students to undertake the traditional academic A-level course and unless both systems are completely and simultaneously re-structured, these views will persist.

Recently there has been much talk about a change to the education system in the UK. One suggestion, made by a number of politicians from different parties, has been that the academic A-level system should be changed to become more like the International Baccalaureate. This course is very different to the current A-level course. For the International Baccalaureate students take one subject from each of six groups available. These groups include a First Language (usually your mother tongue, written and oral); a Second Language (this could be a language studied already, or a new one), Individuals and Societies (history, psychology, geography or other subject); Science (biology, chemistry, physics, design technology); Maths and Computer Science and The Arts (visual arts, music and theatre arts). At least three of these subjects and not more than four are taken at a higher level and the others at standard level. Students are awarded marks out of seven for each paper, and get a final overall score. This course encourages students to appreciate other cultural perspectives by drawing on experiences they have gained inside and outside the classroom. Students also learn to question the bases of knowledge, to analyse evidence and to express themselves in rational argument. Students are also required to independently investigate a topic of special interest and

produce a 4000 word essay. This type of course would allow students to have a greater general knowledge base and give better preparation to students for skills required at university.

The Tomlinson interim report published in February 2004 also called for an overhaul of the curriculum and qualifications for 14-19 year olds, as it was felt that the current qualifications system was confusing, lacked transparency and that there were too many qualifications of varying quality. The report proposes absorbing GCSEs, A-levels and Advanced Vocational courses into a new system of diplomas. The report proposes that a system of diplomas at four levels should be introduced: entry; foundation (roughly equivalent to GCSE grades D-G); intermediate (at the level of to GCSE grades A* - C); and advanced (like A-levels or advanced vocational courses). The aim would be to create 'a flexible ladder of progression' with each level leading on to those above, and vocational courses and academic courses offered at the intermediate and advanced diplomas. Students would take courses when they were ready rather than at set ages. All the diplomas would have the same basic three-part structure, encompassing what the report described as core, main leaning and common skills, with students having to reach required levels in each to achieve a diploma.

The compulsory core would require that students reach a minimum level (around GCSE standard) in numeracy, communication and IT skills, and would be functional, skills-based courses rather than traditional GCSE Maths and English. There would also be a requirement to complete a personal project as well as to participate in out of school activities such as sports, voluntary work or work experience. Main learning would form the bulk of the diploma programmes, and would be chosen by the student. It would encompass existing academic and vocational specialisms, together with any other study needed to support them, such as extra maths for those wishing to become engineers. Common skills would include self-awareness, interpersonal skills and study and work skills for higher education or employment. Pupils under 16 would continue to follow the National Curriculum, with some elements going towards their diploma. They would be able to opt for a substantial element of vocational learning, but not specialise in specific occupational areas. After 16, students would be able to choose between

‘specialised’ diplomas covering a range of specialised academic and vocational courses or ‘open’ ones with a mix of subjects covering broadly the same as the existing A level and GCSE systems.

There would be more detailed grading of results to allow for greater differentiation between students. Individual subject components within diplomas would be graded separately, with advanced level subjects measured on a seven point scale. There would also be an overall grading of the diplomas on each level, of pass, merit or distinction. The overall transformation of the current education system is expected to take at least 10 years.

However, these new courses and diplomas will not break down the current perceptions of the academic A-level and the vocational Advanced GNVQ courses and especially the students perceptions of themselves taking these courses, as previously discussed, until equal status is applied to both academic and vocational courses and this is made clear to students, universities and employers. This proposed system of diplomas aims to move away from the distinction of academic and vocational courses, by including academic and vocational options in the specialised diplomas. However, given that the traditional academic option has always included a number of subjects similar to the new ‘open’ diploma, and that no vocational subjects are offered in this open diploma, it is highly likely that this type diploma will be viewed as the academic option and the ‘specialised’ diploma will be seen as the vocational option.

This perception could only be broken down if one course existed that provided all the necessary needs for those students who wish to take a more academic route and those who wish to take a more vocational route. A course such as this would need to contain a set of core subjects to study at various levels, e.g. intermediate/standard and higher. In addition, favourably there would be two types of assessment within this one course by coursework or examination, with students given a choice as to which they feel would be most appropriate for them to achieve to their academic expectations. The options in the course could consist of a variety of subjects to include those that are currently conceived as vocational and those conceived as academic. Having one course system may enable the breakdown of these distinct perceptions of an academic course and

vocational course where A-levels have persistently been seen as having greater value and worth (Hillier and Oates, 1997). This would permit those students who perceive themselves as being less scholastically competent such as the Advanced GNVQ students in this study, to feel more like others and equally able as those who take the academic A-levels to reach their academic expectations and achievements.

6.10 IMPACT OF SCHOOLS ON STUDENT EDUCATION

The qualitative interviews also shed light on the differing school atmospheres noting how this impacted on their studies. The State School 1 and Private School 2 students showed similar views on their schools' atmospheres. These students felt that the atmosphere in their schools was relaxed, and was a good environment for studying and for socialising. The State School 2 and Private School 1 students also showed similar views on their schools' atmosphere, which contrasts with the views of the State School 1 and Private School 2 students. The State School 2 and Private School 1 students believed that their school atmosphere was more geared towards work, in which all students have a clear educational goal. These students thought that this was ideal as it helped them to focus on their schoolwork when they did not feel like it, and it encouraged the aim of doing well in school.

Further the State School 1 Advanced GNVQ student and the Private School 1 A-level students identified the same particular characteristics of their schools, namely in the schools' images and expectations. The State School 1 Advanced GNVQ student and the Private School 1 A-level student noted the schools' particular rules which all students were expected to comply with, such as no chewing gum and attending certain school activities. Similar comments were also made by the State School 2 Advanced GNVQ and Private School 1 A-level students on the particular academic expectations of their two schools. These schools are well known and have a reputation to maintain, in order to ensure that many students will go to university, and that these expectations push the students to achieve their capabilities.

Most interesting were the accounts of the students in relation to the sub-ordinate theme of the school's preparation of students into adulthood and independence. The State School 1 and Private School 2 students revealed similar views in that they felt that the school treated them more like adults; the Private School 2 student also believed this to some extent. These students felt that the teachers acted differently towards sixth form students, being more friendly and personable with them. These students also thought that the schools were more lenient, allowing students to do their own thing during their free time and with the lessons in school being seen as less class-centred.

In contrast, the State School 2 A-level student believed that the school's preparation towards adulthood was more restricted, feeling that the teachers did not treat the students like adults and gave little independence to the students. This student also thought that it was important that sixth formers should be treated differently, as this would allow for greater preparation for university.

Interestingly, the students showed a clear awareness of what an education means to them and the importance of it. These students seemed to value the education they received at school, also commenting on the fact that education was not just about academia but also about learning to live in a society and get on with the people around them.

The thematic analysis also revealed the key theme of importance, with the sub-ordinate themes showing the areas with which students gained their sense of wellbeing. Most students felt that their family and close friendships were important to them and also identified the importance of happiness in the future. Further, the two State School 1 students commented on the importance of life experience, with the State School 1 Advanced GNVQ student also highlighting the importance of good relationships. Moreover, the Private School 2 A-level student also disclosed the importance of courage and religious faith as being other sources of his well-being. These areas of importance explained how these students felt that the people around them, i.e. their family and close friends, played a large part in their life not only in school, but also in their future. The students' acknowledgement of the importance of education revealed

their understanding that education was not just concerned with academia but also with students' well-being both inside and outside school. This gives rise to long lasting ideas of how to behave in society, who to depend on for differing issues and how close friendships can positively aid their beliefs and goals.

6.11 GENERAL DISCUSSION

The implications of the findings of this study showed that there are clearly differences between the sources of influence, the type of school and the type of course and give definitive answers to the research questions posed.

The parents overall believed that their parent-child communication was better and more effective in influencing their child's academic aspirations and achievements than it was in reality. Parents also have high expectations of their children and as a result believed that their children were more educationally focused than they purport to be. Parents attached more importance on extra-curricular activities than their children, perceiving these activities as opportunities to learn rather than social occasions, a view taken by their children. Parents had positive attitudes toward school, due to their high opinions of the courses their children were studying and thereby the schools that they attended. As a result of these high opinions, high parental expectations and influence, parents also believed that their children saw a purpose between what they were studying and their everyday lives.

The student group revealed good relationships with their friends, valuing their opinions and actions and were most influential for making short-term decisions, which confirmed the suggestions of Wilks (1986) and Kandel and Lesser (1969). However, the parents seemed to value the importance of friends less and may still perceive their children to be more dependent upon them than the students thought. The students also felt less motivated and work oriented and may as a result of the indirect parental pressure present requiring them to meet their parent's high expectations, and also due to the importance of peers and their desire to spend time with them. Gender differences were

revealed, where the males showed that their friends were required for more social, less intimate matters and the females revealed that their friends were for sharing things with and for forming close bonds with. The male students were also not worried about their appearance in contrast to the females who were concerned with how others perceived them. This may explain to a degree why the male state school students had a higher global self worth than the females.

The model developed by Patrikakou (1997) was supported by the findings, which showed that parental factors, i.e. direct parental involvement, parent communication and parental expectations, perceptions of parental influences and student characteristics in turn, affect overall academic expectations and success of students. However, these parents also attached more importance to carrying out extra-curricular activities than their children did; a factor which was not included in Patrikakou's model.

With regard to the views and attitudes of the two school types, only one clear state and private school difference was revealed. The two private schools viewed the importance of extra-curricular activities differently to the two state schools and saw it as an extension of the student's schooling and as a valuable learning process to which they placed greater value on it. Moreover, the differences between State School 1 and the two private schools revealed that social circles seemed to be more important, making the State School 1 students feel more confident in school, which was consistent with the findings of Dekovic and Meeus (1997). This dependence on friends and family allowed these students to seek advice and guidance from either their peers or parents on both short-term and long-term issues. With the State School 2 students, however, the discovery that these students were less involved in the discussions and reasoning for attending this particular school and the lower expression of future aspirations may be as a result of their parents being more controlling than the parents in the other schools, and was similar to the findings of Trusty (1998). Further the Private School 1 students and parents discussed educational matters, resulting in their parents having a clearer idea of their children's work habits. This group also believed that the education in the school was more rounded both in terms of academic issues and non-academic issues.

The Private School 2 group also revealed that this school had a good all-round image, with both students and parents highlighting their positive attitudes toward school, noting their satisfaction with the quality of the teaching and the school, in terms of both academic and non-academic areas, thus creating a high image of the school. This results in high expectations for scholastic success and has become a 'trademark' of the private schools in current society and consistent with the findings of West et al (1998). Further, Foskett and Hemsley-Brown's (2000) study revealed that independent school parents' choice was based on a commitment to high-status employment and higher education entrance. Such views from parents may have been transmitted to their children, as these students showed a good knowledge of their parent's attitudes, views and expectations towards their education. The students were motivated and satisfied, and they placed high importance on being socially accepted, having job skills and on good behaviour. These are factors which help to produce good all-round characters that are likely to achieve academically and socially; again recognised features of private schools. Moreover, the State School 2 parents and the two private school parents appeared to be similar in the respect that they believed parental advice should be sought for advice on personal issues and problems rather than friends' advice. This showed that the parents in State School 2 were much more similar to the private school parents than they were to the State School 1 parents. This may explain the lack of distinction between the state and private school parents.

A number of interesting and clear differences were found between the two types of courses in the state schools. The A-level group believed that their parent-child communication was better, resulting in the parents high expectations being communicated to their children. As a result these were more effective in influencing the A-level students' educational focus, work orientation, motivation for their schoolwork, and the students' overall future aspirations and was also similar to the findings of Sanders et al (2002). Further, this greater parent-child communication revealed the students' greater involvement in the choice and discussions concerning which school to attend. These findings add further evidence to Coleman and Hoffer's (1987) study whereby students from families with higher academic expectations for their children are required to take a more academically focused set of courses. The A-

level students also believed that they had greater scholastic competence, which may be as a result of the differences in the perceptions of the two types of courses and due to the fact that they reported more educational focus, work orientation and future aspirations. Thus the A-level students may achieve more greatly than the Advanced GNVQ students given their own perception that they have the ability to achieve their academic expectations on their chosen academic A-level courses.

In contrast, the Advanced GNVQ group revealed their belief in the higher quality of the Advanced GNVQ educational programme. The Advanced GNVQ group had a higher opinion of the course, and may also have seen the benefits of undertaking such a vocational course. These vocational courses allowed students to have a more rounded school experience, due to the fact that they felt that the course had relevance to everyday life and would lead directly to a real job. However, these Advanced GNVQ students were less motivated and less educationally focused, something which suggests less parent-child communication regarding schoolwork, course choices and future university or vocational career choices.

The findings revealed that differences existed between the two state schools in relation to the levels of social interaction and values placed on peer group friendships and parental interactions. Friendships and social interactions were of more importance to the State School 1 group and being part of the same social activities and discussions of issues with their peers was important for these students in the formation of peer group friendships. These findings were similar to the suggestions of Wilks (1986). The State School 1 students believed that they were scholastically competent and they felt that they could see the relevance of their schooling to their future lives and as they were more satisfied with the school, they felt better about their scholastic performance in school. This group therefore had a positive attitude toward school, a high opinion of the school and trusted that the school employed the appropriate teachers for the courses. The State School 1 group therefore believed that students felt happy and supported by their peers in school, and showed more independence from their parents due to the fact that these students would seek the advice of their friends for both long-term and short-term issues.

In contrast, the State School 2 group claimed more parent-child communication and parental expectations and influence and felt that parents had an important role in the progress of their children's academic successes, and was consistent with the findings of Georgiou (1999). These greater educational expectations combined with the higher levels of parent-child communication indicated that these parents were influential, more directly involved and controlling in their child's education, making decisions for their children without consulting them. This high parental involvement may also explain why the State School 2 group felt that the students' future aspirations were less. The State School 2 group also showed the clear distinction in the importance of parents and peers on decision making, which contradicted the findings of Hunter and Youniss (1982). Parental advice was sought for long-term difficult academic decisions in contrast to peer advice, which was used for short-term less difficult decisions. The State School 2 parents clearly showed their high level of input and interest in relation to their children's academia, and revealed the dependence that these students have on their parents in helping them make such decisions. These parents showed distrust in their children to make such future long-term decisions either on their own or with their peers, and clearly revealed that their input in their child's future was most important. These students however, allowed their parents to make decisions while they took a back seat. This lack of involvement in long-term decision making leading to lower levels of motivation could possibly be a reaction to their parents over involvement in their education.

However, the two private school groups revealed greater similarity between each other than dissimilarity. The Private School 2 group was found to declare more educational focus and believed that students and their parents had much higher educational expectations and future aspirations and similar to the assertions of Eccles (1983). These students may experience and accept the greater overall influence that their parents have on them and hence the effect that this has on the students overall academic achievements. Further, these students may be aware of their parents' commitment to sending them to a private school and as a result aware of their parents' expectations for their future and similar to the assertions of Foskett and Hemsley-Brown's (2000). Such views from parents may have been transmitted to their The Private School 2 students

may have further felt a great amount of pressure from their parents to achieve the expectations that they have set out for them and as a result believe that they must be more educationally focused in order to meet these expectations. Interestingly, the Private School 1 group showed that the students were more highly aware of the expectations and influence that their parents may have; hence this may result in less conflict and tension regarding academic matters. These students may have felt less pressure from their parents to achieve the expectations that their parents have for them. However, both groups of students showed a good knowledge of their parent's attitudes, views and expectations toward their education. These findings suggest that the privately-run schools were much more similar to each other in terms of their attitudes towards students' education in school.

The findings also revealed clear differences between those students with lower global self-worth and those with higher global self-worth and consistent with the findings of Marsh and Craven (1997). The students with lower global self-worth perceived less parent-child communication, believed that they were less educationally focused and felt that there was less importance in extra-curricular activities than those students with higher global self-worth. These lower global self-worth students believed that their parents were less expressive and effective in communicating with them in all areas including educational matters. Thus these students were less aware of the expectations and aspirations that their parents may have for them. The lower global self-worth students also reported that they lacked motivation for educational matters and hence felt that they were less scholastically competent and job competent. These students also revealed their unhappiness with their physical appearance, felt that they were less socially accepted and had fewer close friendships. These lower global self-worth students were very conscious of their own appearance, clearly showed their unhappiness with this which resulted in their beliefs that they were less attractive and less romantically appealing, and is identified as a main part of their overall global self-worth and consistent with the findings of Rose and Larkin (2002). Moreover these students felt less confident and found it harder to become socially accepted and to form close friendships.

There was great similarity between the findings for the lower and higher global self-worth groups in relation to student and parent expectations and disappointment levels. The two groups showed very strong relationships between student and parent expectations, whereby the parental expectations of their child's achievements were similar to the students' own expectations. Moreover, the students own expectations and own disappointment levels revealed that the students had particular expectations for their results and would be disappointed if they do not achieve those particular grades. However, in relation to the students own expectations and actual parental disappointment, the findings showed that the parents had slightly lower expectations than the students had for their results. Therefore parents would be less disappointed than the students would be. These students believed that their parents judged their abilities less favourably and expected them to achieve less. They may also have felt that in order to please their parents, they must achieve the grades they have set for themselves. This in turn may give rise, to the students' perception that the disappointment level for their parents is much less than the students' disappointment level.

In contrast the students own disappointment and actual parental disappointment revealed these disappointment levels to be much more similar to each other. These findings may mean therefore, that the students irrespective of the global self-worth grouping are applying a great amount of internal pressure on themselves to achieve their expectations. However, the students noted that their parents expected them to finish school and achieve their grade expectations. These students may also have felt that in order to please their parents, they must achieve the grades they have set for themselves. This in turn may give rise, to the students' perception that the disappointment level for their parents was much less than the students' disappointment level. Finally, the students revealed that they put pressure upon themselves to do well and would be disappointed in themselves if they do not satisfy their own expectations.

The findings from the A-level and Advanced GNVQ students who were interviewed clearly showed the divide in the perception of the two types of courses. The A-level students believed that the academic A-level course was the norm and felt that it was of better quality than the vocational Advanced GNVQ course and these findings were

supported by Huckman and Fletcher (1996). The students also noted that they perceived that students must undertake the A-level course in order to have a chance at university. The Advanced GNVQ students, however, revealed that they did not have enough GCSE grades to be accepted onto the A-level courses, even if they had desires to undertake the academic A-level courses. This clearly has had an effect on how the students in the Advanced GNVQ courses feel about themselves. These Advanced GNVQ students felt that they were not as academic and scholastically competent as those students undertaking the A-level courses. The four A-level students also perceived that they had a lack of alternative choices, given that these students reported that they were unaware of the Advanced GNVQ courses, and that they never considered any other options. Perhaps these students did not see the vocational Advanced GNVQ as a real alternative to the academic A-level course. These views are likely to continue unless both courses are changed to one global equal status course.

The qualitative interviews also shed light on the differing school atmospheres noting how this impacted on their studies. The State School 1 and Private School 2 students showed similar views on their schools' atmospheres, where they felt that it was relaxed, and a good environment for studying and socialising. Interestingly, the State School 2 and Private School 1 students showed similar views on their schools' atmosphere, which contrasts with the views of the State School 1 and Private School 2 students. The State School 2 and Private School 1 students believed that their school atmosphere was more of a working atmosphere, whereby the students seemed to have a clear educational goal in which other students got caught up in. Further the State School 1 Advanced GNVQ student and the Private School 1 A-level student noted the schools' particular rules which all students are expected to comply with in contrast to the State School 2 Advanced GNVQ and Private School 1 A-level students who highlighted their schools reputations and the pressure that they received from these schools to meet their expectations, hence pushing them to reach their capabilities. Most interesting, were the accounts of the students in relation to the school's preparation of students into adulthood and independence. Again, the State School 1 and Private School 2 students revealed similar views in that they felt that the school treated them more like adults with teachers acting differently towards the sixth form students. In contrast, the State School

2 A-level student felt that the school's preparation towards adulthood was more restricted, feeling that the teachers did not treat the students like adults and gave little independence to the students. This student felt that if the students were allowed more independence this would allow for greater preparation for university and life in the adult world.

It should be noted that the questionnaire devised by Wilks on the importance of parents and peers in decision making has helped in the identification of particular areas, where there was general agreement that students would seek advice from either a parent or a friend. Further, Chase's questionnaire on attitudes towards school has facilitated greater understanding of the opinions of students and parents in the different school types and the different courses type. These two questionnaires were pertinent to the present student and the findings from the main questionnaire were congruent with the findings of these two established questionnaires and therefore confirm its validity.

6.12 LIMITATIONS AND FUTURE DIRECTIONS

To more fully understand the effects of parent and/or peer influences on adolescents' academic beliefs in state and private schools and in A-level and Advanced GNVQ courses, this study requires further elaboration in a number of ways. Firstly, this study would be strengthened by the inclusion of further schools. The findings would then be expanded allowing for more generalisations to be made. It may also be the case that the two state schools and two private schools in the study were similar with respect to parents and student expectations. For this reason the addition of more schools would allow for more variety of state and private run schools giving a truer representation of each school type and to obtain further information about school context effects.

Secondly, this study should be given a design, with the measures being given to the students and parents when the students are making their GCSE choices and followed through to A-level or Advanced GNVQ results. This would allow for a greater understanding of the parent, peer and self influences on students' choices. Further, it may be the case that as the students get older and progress through to the end of the

education system that the relative influences may change between GCSE and sixth form. Comparisons between the types of influence and actual grades for both sets of courses also could be investigated in order to discover if one particular or a combination of influences help to increase academic achievement. The actual grades obtained by the students' for each course type should be obtained, to allow for comparisons to be made with the student, parent, and perceptions of parental expectations with actual results. Teacher expectations could also be obtained to compare with the above. This would allow for a full representation of all influence present to students in schools.

Thirdly, the number of interviews should be increased, as these qualitative accounts give rise to an increased comprehension of the effects that the expectations, aspirations, and relative influences have on students in the different school and course contexts. The higher global self-worth students should also be included, in addition to those students identified with lower global self-worth. However, the identification of these lower global self-worth students to be interviewed should be modified to select those students with many discrepancies between competence and importance in many domains and lower global self-worth. The current study followed the guidelines of Harter whose instructions were to select the importance scores for only those domains deemed as sort of important to very important. The selected importance scores are then subtracted from the mean sub-scale score on the perceived competence measure. These discrepancy scores are then added together and divided by the number of domains rated as important. Harter uses this mean discrepancy score to look at the relationship between discrepancy and global self-worth.

However, the problem encountered in this study was that it was very difficult to differentiate between those students who feel discrepant in only one domain from those students who feel discrepant in many domains. Also in comparing the results against the norms presented as a graph from Harter's findings, the scale for the global self-worth scores was grouped in such a way, it was not possible to truly know the variation in the global self-worth of the 'norm' group and how this compares with current findings.

A further limitation of the current study was the fact that both the student and corresponding parent questionnaires were required. If only the student or the parents completed the questionnaire and the other did not, a potential participant was lost. Further, the study involved five sets of questionnaires given out to students and their corresponding parents in one session. If one of these five measures was not completed appropriately neither the parent nor student data could be used in the research.

Fourthly, the divide in the perception of the two types of courses were clearly shown in accounts given by the four A-level and two Advanced GNVQ students who were interviewed. The A-level students believed that the academic A-level course was the norm and felt that it was of better quality than the vocational Advanced GNVQ course and that students must undertake the A-level course in order to have a chance at university. The Advanced GNVQ students, however, revealed that they did not have enough GCSE grades to be accepted onto the A-level courses, even if they had desires to undertake the academic A-level courses. This clearly has an effect on how the students in the Advanced GNVQ courses feel about themselves. These Advanced GNVQ students may feel that they are not as academic and scholastically competent as those students undertaking the A-level courses. The six students interviewed raised interesting issues which warrant further investigation. A further questionnaire could be developed in order to tap students' and parents' perceptions of the two types of courses. Moreover, students could be specifically asked in the interviews about their views on the two types of courses.

Finally, the findings given by the four A-level and two Advanced GNVQ students who were interviewed in this study revealed that there were issues on school ethos, school atmosphere and preparation in adulthood that warrant further investigation. The traditional conceptions of private and state schools are revealed to be less straightforward and these students revealed that the differences in school type were less important than the differences in ethos. These issues could be further explored by a use of questionnaires and individual interviews, and would broaden the study in comparing school ethos as well as school context.

These future improvements on the research design may help to explicate further the complex nature of the parent-child-peer relations in the study of sixth-form students' academic motivation, aspirations, choice and expectations.

The final chapter which follows draws conclusions from the research and highlights the implications for the education system in England.

7. CONCLUSION

This chapter brings together the salient findings, and conclusions are made about the effects that parental influence has on the academic beliefs of state and private sixth form students and in A-level and Advanced GNVQ courses and also the relative influence of parents and peers. It also explains the elements contributing to students' higher and lower global self-worth. The chapter also discusses how the stereotypes with regard to private and state school education have begun to breakdown. Further, the recent discussions in the political area for changes to the current education system are also explained and thus highlights the need for further research into this area.

This study has revealed a series of complex interactions between parents, students, peers, courses and schools, none of which acts in isolation. The findings form an explanatory framework of the relationships between child-parent and child-peer in the four types of schools and two types of courses, for the academic motivation, aspirations, choice and expectations of students.

Parents send clear messages concerning their values, goals, beliefs and expectations for children's academic achievements and it is the students' perceptions of these ideals which affect their motivation, aspirations, choices, expectations and overall academic achievements of adolescents in secondary schools.

This study revealed that the parents in all four schools and courses believed that they had good relationships with their children, clearly expressing their high academic expectations. These findings are consistent with Youniss and Smollar (1985). Hence these parents influence their children in school. Furthermore, Patrikakou (1996) concluded that parents who have high expectations for their adolescents' education, can have a positive indirect impact on their children's academic achievement and the great similarity between students' and parents' expectations for students academic achievements reveals that this is clearly the case in this study. However, these parental expectations caused pressure on their children, giving rise to students feeling less educationally focused. Parental expectations and the perception of these expectations

raise the students' own expectations and achievement. The findings from this study support the model developed by Patrikakou (1997) which showed that the three parental factors, i.e. direct parental involvement, parent communication and parental expectations, perceptions of parental influences and student characteristics in turn, affect overall academic expectations and success of students, and highlight their importance in the study of students' academic motivation, aspirations, choice and expectations.

The students' good relationship with their friends found their peers generally being most influential for short-term decisions, consistent with the findings of Wilks (1986), Kandel and Lesser (1969) and Brittain (1963, 1967). However, parents valued the importance of friends less and perceived their children to be more dependent upon them. The students' lack of motivation and work orientation is attributed to the indirect parental pressure upon students to meet their own and their parents' high expectations.

The two state schools revealed their dissimilarity, in that parental influence appeared to be greater for State School 2 than for State School 1. The parental influence present in the State School 2 A-level group was very high, which leaves the student feeling uninvolved in their school, course and university choices giving rise to the students' lack of motivation and shows their lack of independence from their parents. This lack of involvement in these decisions leading to lower levels of motivation could possibly be a reaction to their parents over involvement in their education. High parental involvement in the choice of university and career clearly demonstrates the students' willingness to allow their parents to take control of their future lives rather than actively seeking to make their own independent choices. In contrast, the State School 1 A-level and Advanced GNVQ students showed more independence from parents and more dependence upon their peers as these students would seek the advice of their friends for both long-term and short-term issues. This conflicts with the findings of Hunter and Youniss (1982), showing that these students are more similar to those in the Young et al (2000) study in that their peers influenced their career choices. These parents may also trust that the students are aware of their opinions and expectations. The State School 1 students believed they had the ability for scholastic performance more than State School

2 students. This implies more satisfaction with their courses and school. It may also be the case that the students' peer friendships have a positive influence on their academic achievements and their feelings about their schoolwork.

The State School 2 parents revealed much more similarity with the private school parents than with State School 1 parents. Hence, the lack of distinction between these state and private schools and the lack of support the first hypothesis that students attending a private school perceive more influence by their parents than students attending a state school. All the students seemed to be experiencing influence from their parents, with the two private schools and the State School 2 students perceiving this more than the State School 1 students. The State School 2 parents revealed high expectations and greater overall influence on their children, and consequently, greater impact on their children's academic achievements, as with the private school parents, than with the State School 1 parents.

Private school parents pay fees; hence there is an expectation that the quality of the education will be high. As a result these students have to achieve high standards and in order to meet these expectations and as a result feel under more pressure from their parents and themselves to work hard to achieve their potential.

The findings from this study also revealed that the A-level groups perceived greater overall parental influence than the Advanced GNVQ students and supported the third hypothesis. The A-level students perceived better parent-child communication and greater parental expectations and influence. Thus these A-level students showed as a result of this parental influence that they were more work oriented, had greater educational focus, more future aspirations resulting in greater motivation and scholastic competence. These A-level students showed their awareness of their parents' high expectations which were effective in influencing the students' educational focus, work orientation, motivation for their schoolwork, and the students' overall future aspirations. Further, this greater parent-child communication revealed the students' greater involvement in the choice and discussions concerning which school to attend.

Interestingly, the Advanced GNVQ groups revealed their greater contentment with the Advanced GNVQ course and overall school experience believing that they have an all round school and educational encounter. However, these students felt less motivated to do well and were less educationally focused as a result of lesser parental influence and opinions of others concerning their vocational course.

A student's global self-worth has been found to be a result of what kind of combination of the above factors exists. Parental expectations, relationships with peers, course choices all contribute to a student's level of global self-worth. The global self-worth scores overall, in all four schools showed similarity, and the second hypothesis that state school students have higher global self-worth scores than private school students was not supported in this study.

Higher global self-worth is fostered when students are treated like adults, involved in their schooling decisions, are involved in the extra-curricular activities of their choice, and when they develop their own social circles. Further higher global self-worth is apparent when students want to achieve, when they know their learning potential is being fulfilled and would feel disappointed if they do not satisfy their own expectations.

Lower global self-worth arises from a perceived lack of parent-child communication and a lesser awareness of the expectations and aspirations that their parents may have for them. As a result these lower global self-worth students lack motivation for educational matters and hence feel that they are less scholastically competent and job competent. Moreover these students feel less confident and find it harder to become socially accepted and to form close friendships their beliefs that they are less attractive and less romantically appealing, and is identified as a main part of their overall global self-worth.

Although there is evidence that our traditional conceptions of private and state schools persist in current society, there is also evidence that these stereotypes are beginning to break down. Further, state schools are increasingly requesting voluntary financial contributions from parents/guardians to boost their finances, and perhaps in someway

could be seen as ‘fees through the backdoor’. Some state schools have also started the practice of interviewing prospective pupils and their parents/guardians to assess whether their aims, attitudes, values and expectations are in harmony with those of the school before allowing the pupil a place at the school. Instead of it being a straightforward case of private versus state, it is more a difference in school ethos, the way that the parents influence their children and how students are treated within the schools. The two state schools in this study revealed greater dissimilarity between each other than similarity. Overbearing parents sometimes help students to succeed but in most cases it leads to students being unhappy. Better situations involve parents sitting back and letting their children choose their own courses, form their own relationships with peers and create their own social circles. All the while though these parents must communicate well with their children regarding school and future university and career choices. Further research into this area is required to allow for a greater understanding of the effect that school ethos has on students’ academic motivation aspirations and overall achievements.

The social perceptions of A-level and Advanced GNVQ courses also has an impact on students due to the negative connotations and assumptions made by others of the Advanced GNVQ course and the more positive perceptions of the academic A-level course. Continual discussions in education and in the political arena regarding the restructure of the Examinations in England and Wales for sixth form students highlights the need for change. The findings of this study show that one of the most important and necessary changes needed in these courses is to attach equal status to whichever course students study at this level. The Advanced GNVQ course has been changed recently and there are discussions of changing the A-level course to be more similar to the International Baccalaureate. There have also been recent discussions with the production of the Tomlinson interim report on the plans for the formation of a new system of diplomas for 14 – 19 year olds, which offer specialised and open diplomas as alternatives to Advanced GNVQ and A-level courses. These changes may improve the educational content of the courses but the societal perceptions will not be changed until a merger between the two routes takes place. This would create a global course accommodating both academic and vocational subjects, which attaches equal status. A

course such as this may or may not ever be introduced, but the differing perceptions of academic and vocational courses needs to be broken down in order that all students may have a chance at reaching their academic potential. Currently, students in schools are being encouraged to continue their studies in post-sixteen education and to participate in higher education. Hence, further research into parent-child-peer relations in the study of sixth-form students' may help to broaden understanding of academic motivation, aspirations, choice and expectations.

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APPENDIX I:

Measure one – Main Questionnaire for Study 1

Parent and Student Questionnaires for A-level and Advanced GNVQ groups,
Reminder Letter and Scoring Key

A-level Parent Letter and Main Questionnaire

I am doing research at De Montfort University on how children's educational choices in secondary schooling are influenced by their parents and/or peers. As one area of choice is state or private schooling, both girls and boys in each kind of school will be studied. Previous research has shown that while parental influence is very strong, during the adolescent years, peer groups can also have a great influence. The decision to choose A-levels, Advanced GNVQ or neither is one which naturally addresses every student; therefore my research takes on this decisional stage as the focus for exploring the parent/peer influences upon the children. There are three areas that I will be concentrating on: the student, the parent/s and the type of school. I will collect information through questionnaires given to students in state and private schools, and you the parent/s.

I want to find out your educational aspirations for your daughter, and to see what kind of encouragement you give to the importance of learning and attending school. I am also interested in how much influence you have on your daughter and whether you think that your daughter takes any advice that you may give into consideration. I would also like to find out your perspectives on why your daughter chose her particular A-levels, how much say you had in the matter, and how much influence you think that your daughter's friends had on the matter. I also want to know why you think your daughter is continuing in education, and what the reasons were for attending this particular school. I am also curious about how hard your daughter works, and why. Is it due to internal factors (e.g. want to do well, to continue into higher education, etc.) or to external factors (e.g. your daughter wants you to be proud of her, her friends are doing is etc.) or a combination of these? I am interested in how your daughter's time is spent: e.g. on homework, extra-curricular activities, socialising with her friends, with you, on activities for her own pleasure, (e.g. reading, playing a solo instrument, etc.) and whether you agree with how she spends her time. I also want to find out about the friends that your daughter has and how important it is to have these friends.

I want to see if there is a difference in the degree of parent/peer influence on the students, depending on the type of school attended. I am also concerned with any difference between the A-level subjects chosen, and if there are any differences between boys and girls in these choices.

Please take into consideration the opinions of parent/s that influence your daughter.

Thank you for your time.

Sarah Lewis

Understanding Students' Educational Choices
Department of Human Communication

Reference number:

	Male	Female	
Parent	.....	.....	Please tick where applicable.
Guardian	.....	.....

Please take into consideration the opinions of parent/s that influence you daughter. All answers are confidential and a reference number has been given to ensure anonymity. Please answer as truthfully as possible, about the knowledge of your daughter’s education and personal aspirations for your daughter - no one will identify you with the answers given.

Answer the following questions using the scale:

- 1 = Strongly agree
- 2 = Agree
- 3 = Neutral
- 4 = Disagree
- 5 = Strongly disagree

For example: “Nuclear power plants are a safe means of energy production”. If you strongly agree with the statement, then circle the number one; if you strongly disagree, circle the number five; and if neutral circle the number three.

	Strongly Agree		Strongly Disagree		
	1	2	3	4	5
We believe that extra-curricular activities after school are important					
We wanted our daughter to go to this school because she has a relative who goes/went here	1	2	3	4	5
Our daughter is studying A-levels because we want her to go to university/further education	1	2	3	4	5
If our daughter has problems with school friends she would rather not talk to anyone about it	1	2	3	4	5
If our daughter has problems at school she mostly talks to a close school friend about it	1	2	3	4	5
Our daughter works hard at school because she wants to	1	2	3	4	5
Our daughter works hard at school because she knows that we want to be proud of her	1	2	3	4	5
If our daughter has problems with us she mostly talks to us about it	1	2	3	4	5
Our daughter engages in an extra-curricular activity after school because she is good at it	1	2	3	4	5
Our daughter is usually pleased with her school reports	1	2	3	4	5
We want our daughter to have a good education	1	2	3	4	5
We find it difficult to talk to our daughter	1	2	3	4	5

We make sure that our daughter has done her homework before we allow her to go out	1	2	3	4	5
Our daughter's grades are never good enough for us	1	2	3	4	5
If our daughter has problems with us she would rather not talk to anyone about it	1	2	3	4	5
Our daughter spends more time doing her homework than socialising with friends	1	2	3	4	5
Most of our daughter's close friends are going to university/further education	1	2	3	4	5
Our daughter discusses her future mostly with her school friends	1	2	3	4	5
Our daughter spends a lot of time on her homework because we want her to get good grades	1	2	3	4	5
We were heavily involved in the choice of A-levels that our daughter is studying	1	2	3	4	5
Our daughter is studying A-levels because she wants to have a good opportunity for the future	1	2	3	4	5
Our daughter comes to us most of the time for advice	1	2	3	4	5
We like the school friends that our daughter sees	1	2	3	4	5
Our daughter engages in an extra-curricular activity because she likes to spend time with her friends	1	2	3	4	5
We believe that our daughter is studying the A-levels that she is good at	1	2	3	4	5
We do not mind if our daughter spends several hours a night on the telephone and/or watching television	1	2	3	4	5
We think that our daughter has friends who are a bad influence	1	2	3	4	5
Our daughter mostly talks to a friend about how well she is doing at school	1	2	3	4	5
If our daughter has problems with school friends she mostly comes to talk to us	1	2	3	4	5
We push our daughter hard because we want her to do well	1	2	3	4	5
Our daughter goes to her friends most of the time for advice	1	2	3	4	5
If our daughter has problems with school friends she mostly talks to other friends about it	1	2	3	4	5
We believe that this school is the best school for our daughter	1	2	3	4	5
Our daughter engages in an extra-curricular activity because her friends do	1	2	3	4	5
We want our daughter to engage in extra-curricular activities	1	2	3	4	5
We know that our daughter is studying A-levels because she wants to go to university/further education	1	2	3	4	5
Our daughter engages in an extra-curricular activity because she enjoys it	1	2	3	4	5
Our child's friends understand her	1	2	3	4	5
Our daughter spends enough time on her homework	1	2	3	4	5
We wanted our daughter to attend this school because she already has friends here	1	2	3	4	5
If our daughter has problems at school she would rather not talk to anyone about it	1	2	3	4	5

We would have liked our daughter to have gone to a different school	1	2	3	4	5
Our daughter spends a lot of time on her homework because she wants to get good grades	1	2	3	4	5
We believe that this school gives our daughter a good education	1	2	3	4	5
Our daughter is studying A-levels because her friends are studying A-levels	1	2	3	4	5
We discussed together with our daughter which school she should attend	1	2	3	4	5
Our daughter has close school friends	1	2	3	4	5
We looked at other schools before allowing our daughter to come to this one	1	2	3	4	5
We would like to spend more time with our daughter	1	2	3	4	5
We are happy with the grades that our daughter gets	1	2	3	4	5
Our child's choice of A-levels was her own decision	1	2	3	4	5
Our daughter attends this school as it is the nearest to our home	1	2	3	4	5
We would have liked our daughter to have found a job instead of studying A-levels	1	2	3	4	5
We think that our daughter likes her school friends because they do the same subjects	1	2	3	4	5
We believe that this school suits our daughter's abilities	1	2	3	4	5
Our daughter discusses her future mostly with us	1	2	3	4	5
If our daughter has problems at school she mostly comes to talk to us	1	2	3	4	5
Our daughter is studying A-levels because there are no other academic options	1	2	3	4	5
Our daughter decided on her own which school she should attend	1	2	3	4	5
Our daughter chose A-levels that are the best options for her future	1	2	3	4	5
Our daughter mostly talks to us about how well she is doing at school	1	2	3	4	5
We want our daughter to get good grades so that she can go to a good university	1	2	3	4	5
We believe that homework comes before going out with friends	1	2	3	4	5
Our daughter goes out most weekends with her friends	1	2	3	4	5
Our daughter chose these A-level subjects because her friends are doing the same	1	2	3	4	5
We understand our daughter	1	2	3	4	5
Our daughter is studying A-levels because she is not ready for a job	1	2	3	4	5
We think that our daughter likes her school friends because they do the same out-of-school activities	1	2	3	4	5
If our daughter has problems with us she mostly talks to a close friend	1	2	3	4	5
We have a good relationship with our daughter	1	2	3	4	5
We are usually pleased with our daughter's school reports	1	2	3	4	5

Advanced GNVQ Parent Letter and Main Questionnaire

I am doing research at De Montfort University on how children's educational choices in secondary schooling are influenced by their parents and/or peers. As one area of choice is state or private schooling, both girls and boys in each kind of school will be studied. Previous research has shown that while parental influence is very strong, during the adolescent years, peer groups can also have a great influence. The decision to choose Advanced GNVQ, A-levels or neither, is one which naturally addresses every student; therefore my research takes on this decisional stage as the focus for exploring the parent/peer influences upon the children. There are three areas that I will be concentrating on: the student, the parent/s and the type of school. I will collect information through questionnaires given to students in state and private schools, and you the parent/s.

I want to find out your educational aspirations for your son, and to see what kind of encouragement you give to the importance of learning and attending school. I am also interested in how much influence you have on your son and whether you think that your son takes any advice that you may give into consideration. I would also like to find out your perspectives on why your son chose his particular Advanced GNVQ, how much say you had in the matter, and how much influence you think that your son's friends had on the matter. I also want to know why you think your son is continuing in education, and what the reasons were for attending this particular school. I am also curious about how hard your son works, and why. Is it due to internal factors (e.g. want to do well, to continue into higher education, etc.) or to external factors (e.g. your son wants you to be proud of him, his friends are doing it etc.) or a combination of these? I am interested in how your son's time is spent: e.g. on homework, extra-curricular activities, socialising with his friends, with you, on activities for his own pleasure, (e.g. reading, playing a solo instrument, etc.) and whether you agree with how he spends his time. I also want to find out about the friends that your son has and how important it is to have these friends.

I want to see if there is a difference in the degree of parent/peer influence on the students, depending on the type of school attended. I am also concerned with any difference between the Advanced GNVQ's and chosen, and if there are any differences between boys and girls in these choices.

Please take into consideration the opinions of parent/s that influence your son.

Thank you for your time.

Sarah Lewis

Understanding Students' Educational Choices
Department of Human Communication

Reference number:
Male Female

Parent Please tick where applicable.

Guardian

Please take into consideration the opinions of parent/s that influence your son. All answers are confidential and a reference number has been given to ensure anonymity. Please answer as truthfully as possible, about the knowledge of your son’s education and personal aspirations for your son - no one will identify you with the answers given.

Answer the following questions using the scale:

- 1 = Strongly agree
- 2 = Agree
- 3 = Neutral
- 4 = Disagree
- 5 = Strongly disagree

For example: “Nuclear power plants are a safe means of energy production”. If you strongly agree with the statement, then circle the number one; if you strongly disagree, circle the number five; and if neutral circle the number three.

	Strongly Agree		Strongly Disagree		
We believe that extra-curricular activities after school are important	1	2	3	4	5
We wanted our son to go to this school because he has a relative who goes/went here	1	2	3	4	5
Our son is studying for an Advanced GNVQ because we want him to go to university/further education	1	2	3	4	5
If our son has problems with school friends he would rather not talk to anyone about it	1	2	3	4	5
If our son has problems at school he mostly talks to a close school friend about it	1	2	3	4	5
Our son works hard at school because he wants to	1	2	3	4	5
Our son works hard at school because he knows that we want to be proud of him	1	2	3	4	5
If our son has problems with us he mostly talks to us about it	1	2	3	4	5
Our son engages in an extra-curricular activity after school because he is good at it	1	2	3	4	5
Our son is usually pleased with his school reports	1	2	3	4	5
We want our son to have a good education	1	2	3	4	5
We find it difficult to talk to our son	1	2	3	4	5

We make sure that our son has done his homework before we allow him to go out	1	2	3	4	5
Our son's grades are never good enough for us	1	2	3	4	5
If our son has problems with us he would rather not talk to anyone about it	1	2	3	4	5
Our son spends more time doing his homework than socialising with friends	1	2	3	4	5
Most of our son's close friends are going to university/further education	1	2	3	4	5
Our son discusses his future mostly with his school friends	1	2	3	4	5
Our son spends a lot of time on his homework because we want him to get good grades	1	2	3	4	5
We were heavily involved in the choice of the Advanced GNVQ that our son is studying	1	2	3	4	5
Our son is studying for an Advanced GNVQ because he wants to have a good opportunity for the future	1	2	3	4	5
Our son comes to us most of the time for advice	1	2	3	4	5
We like the school friends that our son sees	1	2	3	4	5
Our son engages in an extra-curricular activity because he likes to spend time with his friends	1	2	3	4	5
We believe that our son is studying the Advanced GNVQ course that he is good at	1	2	3	4	5
We do not mind if our son spends several hours a night on the telephone and/or watching television	1	2	3	4	5
We think that our son has friends who are a bad influence	1	2	3	4	5
Our son mostly talks to a friend about how well he is doing at school	1	2	3	4	5
If our son has problems with school friends he mostly comes to talk to us	1	2	3	4	5
We push our son hard because we want him to do well	1	2	3	4	5
Our son goes to his friends most of the time for advice	1	2	3	4	5
If our son has problems with school friends he mostly talks to other friends about it	1	2	3	4	5
We believe that this school is the best school for our son	1	2	3	4	5
Our son engages in an extra-curricular activity because his friends do	1	2	3	4	5
We want our son to engage in extra-curricular activities	1	2	3	4	5
We know that our son is studying for an Advanced GNVQ because he wants to go to university/further education	1	2	3	4	5
Our son engages in an extra-curricular activity because he enjoys it	1	2	3	4	5
Our son's friends understand him	1	2	3	4	5
Our son spends enough time on his homework	1	2	3	4	5
We wanted our son to attend this school because he already has friends here	1	2	3	4	5
If our son has problems at school he would rather not talk to anyone about it	1	2	3	4	5
We would have liked our son to have gone to a different school	1	2	3	4	5

Our son spends a lot of time on his homework because he wants to get good grades	1	2	3	4	5
We believe that this school gives our son a good education	1	2	3	4	5
Our son is studying for an Advanced GNVQ because his friends are studying for an Advanced GNVQ	1	2	3	4	5
We discussed together with our son which school he should attend	1	2	3	4	5
Our son has close school friends	1	2	3	4	5
We looked at other schools before allowing our son to come to this one	1	2	3	4	5
We would like to spend more time with our son	1	2	3	4	5
We are happy with the grades that our son gets	1	2	3	4	5
Our son's choice of Advanced GNVQ was his own decision	1	2	3	4	5
Our son attends this school as it is the nearest to our home	1	2	3	4	5
We would have liked our son to have found a job instead of studying for an Advanced GNVQ	1	2	3	4	5
We think that our son likes his school friends because they do the same course	1	2	3	4	5
We believe that this school suits our son's abilities	1	2	3	4	5
Our son discusses his future mostly with us	1	2	3	4	5
If our son has problems at school he mostly comes to talk to us	1	2	3	4	5
Our son is studying for an Advanced GNVQ because there are no other academic options	1	2	3	4	5
Our son decided on his own which school he should attend	1	2	3	4	5
Our son chose the Advanced GNVQ course that is the best option for his future	1	2	3	4	5
Our son mostly talks to us about how well he is doing at school	1	2	3	4	5
We want our son to get good grades so that he can go to a good university	1	2	3	4	5
We believe that homework comes before going out with friends	1	2	3	4	5
Our son goes out most weekends with his friends	1	2	3	4	5
Our son chose this Advanced GNVQ course because his friends are doing the same	1	2	3	4	5
We understand our son	1	2	3	4	5
Our son is studying for an Advanced GNVQ because he is not ready for a job	1	2	3	4	5
We think that our son likes his school friends because they do the same out-of-school activities	1	2	3	4	5
If our son has problems with us he mostly talks to a close friend	1	2	3	4	5
We have a good relationship with our son	1	2	3	4	5
We are usually pleased with our son's school reports	1	2	3	4	5

A-level Student Letter and Main Questionnaire

I am doing research at De Montfort University on how student's educational choices in secondary schooling are influenced by their parents and/or peers. As one area of choice is state or private schooling, both males and females in each kind of school will be studied. Previous research has shown that while parental influence is very strong, during the adolescent years, peer groups can also have a great influence. The decision to choose A-levels, Advanced GNVQs or no course post-sixteen is one which naturally addresses every student; therefore my research takes on this decisional stage as the focus for exploring the parent/peer influences upon the student. There are three areas that I will be concentrating on: the student, the parent/s and the type of school. I will collect information through questionnaires given to you the students in state and private schools, and your parent/s.

I want to find out your educational aspirations, and to see what kind of encouragement your parents give to the importance of learning and attending school. I am also interested in how much influence your parents have on you and whether you take any advice from them on particular issues. I would also like to find out your perspectives on why you chose your particular course/s, how much say you had in the matter, and how much influence you think that your friends had on the matter. I also want to know why you are continuing in education, and what the reasons were for attending this particular school. I am also curious about how hard you work, and why. Is it due to internal factors (e.g. want to do well, to continue into higher education, etc.) or to external factors (e.g. you want your parents to be proud of you, your friends are doing is etc.) or a combination of these? I am interested in how your time is spent: e.g. on homework, extra-curricular activities, socialising with her friends, with your parents, on activities for your own pleasure, (e.g. reading, playing a solo instrument, etc.) and whether your parents agree with how you spend your time. I also want to find out about the friends that you have and how important it is to have these friends.

I want to see if there is a difference in the degree of parent/peer influence on students, depending on the type of school attended. I am also concerned with any difference between the courses chosen, and if there are any differences between males and females in these choices.

Thank you for your time.

Sarah Lewis

Understanding Students' Educational Choices
Department of Human Communication

Reference Number:

Date of Birth:

Sex: male/female

All answers are confidential and a reference number has been given to ensure anonymity. Please answer as you truly feel - no one will identify you with the answers given.

What A-levels have you chosen to study?

What activities do you do after school?

How many hours a week do you spend with your parents?

How many hours a week do you spend with friends?

How many hours a week do you spend watching television?

How many hours a week do you spend talking to your friends on the telephone?

How many hours a week do you spend on other activities?	<u>Activity</u>	<u>Time spent</u>
	
	
	

How many hours a week do you spend on homework?

Answer the following questions using the scale:

- 1 = Strongly agree
- 2 = Agree
- 3 = Neutral
- 4 = Disagree
- 5 = Strongly disagree

For example: “Nuclear power plants are a safe means of energy production”. If you strongly agree with the statement, then circle the number one; if you strongly disagree, circle the number five; and if neutral circle the number three.

	Strongly Agree		Strongly Disagree		
	1	2	3	4	5
I believe that extra-curricular activities after school are important					
I am studying A-levels because my parents want me to go to university/further education					
I go to one of my parents most of the time for advice					
I decided on my own which school I should attend					
I would have liked to have gone to a different school					

If I have problems with my parents I would rather not talk to anyone about it	1	2	3	4	5
I go to my friends most of the time for advice	1	2	3	4	5
I like my school friends because we do the same out-of-school activities	1	2	3	4	5
My parents like my school friends	1	2	3	4	5
My parents were heavily involved in deciding which A-levels I should study	1	2	3	4	5
I believe that this school gives me a good education	1	2	3	4	5
I am studying A-levels because I want to go to university/further education	1	2	3	4	5
I have a good relationship with one or both of my parents	1	2	3	4	5
I engage in an extra-curricular activity because my friends do	1	2	3	4	5
If I have problems at school I mostly talk to my parents about it	1	2	3	4	5
I want get good grades so I can go to a good university	1	2	3	4	5
I go out most weekends with my friends	1	2	3	4	5
I work hard at school because I want my parents to be proud of me	1	2	3	4	5
One or both of my parents understands me	1	2	3	4	5
I spend more time doing my homework than socialising with my friends	1	2	3	4	5
I am studying A-levels because I had no other academic options	1	2	3	4	5
I like my school friends because they do the same subjects as me	1	2	3	4	5
I am usually pleased with my school reports	1	2	3	4	5
I engage in an extra-curricular activity because I like to spend time with my friends	1	2	3	4	5
I am studying A-levels because I am not ready for a job	1	2	3	4	5
If I have problems with my school-friends I mostly talk to my parents about it	1	2	3	4	5
I am studying A-levels because my friends are studying A-levels	1	2	3	4	5
If I have problems with my school friends I would rather not talk to anyone about it	1	2	3	4	5
My parents would have like me to have found a job instead of studying A-levels	1	2	3	4	5
I find it difficult to talk to my parents	1	2	3	4	5
My parents do not mind me spending several hours a night on the telephone and/or watching television	1	2	3	4	5
I believe that this school suits my abilities	1	2	3	4	5
My parents want me to have a good education	1	2	3	4	5
I would like to spend more time with my parents	1	2	3	4	5
If I have problems at school I mostly talk to a close-school friend about it	1	2	3	4	5
If I have problems with my parents I mostly talk to my parents about it	1	2	3	4	5
I spend a lot of time on my homework because my parents want me to get good grades	1	2	3	4	5
I engage in an extra-curricular activity because my parents want me to	1	2	3	4	5

I spend enough time on my homework	1	2	3	4	5
I am happy with the grades that I get	1	2	3	4	5
My friends understand me	1	2	3	4	5
My choice of A-levels was my own decision	1	2	3	4	5
Whatever grades I get they are never good enough for my parents	1	2	3	4	5
My parents make sure that I have done my homework before I am allowed to go out	1	2	3	4	5
My parents are usually pleased with my school reports	1	2	3	4	5
If I have problems with my school-friends I mostly talk to other friends about it	1	2	3	4	5
I believe that homework comes before going out with my friends	1	2	3	4	5
Most of my close friends are going to university/further education	1	2	3	4	5
If I have problems with my parents I mostly talk to a close friend	1	2	3	4	5
I was involved in the discussion as to which school to attend	1	2	3	4	5
I chose to study these A-levels because I am good at these subjects	1	2	3	4	5
If I have problems at school I would rather not talk to anyone about it	1	2	3	4	5
I engage in an extra-curricular activity because I enjoy it	1	2	3	4	5
I mostly talk to my parents about how I am doing at school	1	2	3	4	5
I mostly talk to a close friend about how I am doing at school	1	2	3	4	5
I work hard at school because I want to	1	2	3	4	5
I chose these A-level subjects because my friends are doing the same	1	2	3	4	5
I chose these A-level because they are the best options for my future	1	2	3	4	5
I discuss my future mostly with my school friends	1	2	3	4	5
I attend this school as it is the nearest to our home	1	2	3	4	5
I engage in an extra-curricular activity after school because I am good at it	1	2	3	4	5
I looked at other schools before deciding to come to this one	1	2	3	4	5
I discuss my future mostly with my parents	1	2	3	4	5
I attend this school because it is the best school for me	1	2	3	4	5
I have close school friends	1	2	3	4	5
My parents push me hard because they want me to do well	1	2	3	4	5
My parents think that my school friends are a bad influence	1	2	3	4	5
I spend a lot of time on my homework because I want to get good grades	1	2	3	4	5
I attend this school because I have a relative who goes/went here	1	2	3	4	5
I attend this school because I already have friends here	1	2	3	4	5
I am studying A-levels because I want to have a good opportunity for the future	1	2	3	4	5

Advanced GNVQ Student Letter and Main Questionnaire

I am doing research at De Montfort University on how student's educational choices in secondary schooling are influenced by their parents and/or peers. As one area of choice is state or private schooling, both males and females in each kind of school will be studied. Previous research has shown that while parental influence is very strong, during the adolescent years, peer groups can also have a great influence. The decision to choose A-levels, Advanced GNVQs or no course post-sixteen is one which naturally addresses every student; therefore my research takes on this decisional stage as the focus for exploring the parent/peer influences upon the student. There are three areas that I will be concentrating on: the student, the parent/s and the type of school. I will collect information through questionnaires given to you the students in state and private schools, and your parent/s.

I want to find out your educational aspirations, and to see what kind of encouragement your parents give to the importance of learning and attending school. I am also interested in how much influence your parents have on you and whether you take any advice from them on particular issues. I would also like to find out your perspectives on why you chose your particular course/s, how much say you had in the matter, and how much influence you think that your friends had on the matter. I also want to know why you are continuing in education, and what the reasons were for attending this particular school. I am also curious about how hard you work, and why. Is it due to internal factors (e.g. want to do well, to continue into higher education, etc.) or to external factors (e.g. you want your parents to be proud of you, your friends are doing is etc.) or a combination of these? I am interested in how your time is spent: e.g. on homework, extra-curricular activities, socialising with her friends, with your parents, on activities for your own pleasure, (e.g. reading, playing a solo instrument, etc.) and whether your parents agree with how you spend your time. I also want to find out about the friends that you have and how important it is to have these friends.

I want to see if there is a difference in the degree of parent/peer influence on students, depending on the type of school attended. I am also concerned with any difference between the courses chosen, and if there are any differences between males and females in these choices.

Thank you for your time.

Sarah Lewis

Understanding Students' Educational Choices
Department of Human Communication

Reference Number:
Date of Birth:
Sex: male/female

All answers are confidential and a reference number has been given to ensure anonymity. Please answer as you truly feel - no one will identify you with the answers given.

Which Advanced GNVQ course have you chosen to study?.....

What activities do you do after school?

How many hours a week do you spend with your parents?

How many hours a week do you spend with friends?

How many hours a week do you spend watching television?

How many hours a week do you spend talking to your friends on the telephone?

How many hours a week do you spend on other activities?	<u>Activity</u>	<u>Time spent</u>
	
	
	

How many hours a week do you spend on homework?.....

Answer the following questions using the scale:

- 1 = Strongly agree
- 2 = Agree
- 3 = Neutral
- 4 = Disagree
- 5 = Strongly disagree

For example: “Nuclear power plants are a safe means of energy production”. If you strongly agree with the statement, then circle the number one; if you strongly disagree, circle the number five; and if neutral circle the number three.

	Strongly Agree					Strongly Disagree				
	1	2	3	4	5	1	2	3	4	5
My choice of Advanced GNVQ was my own decision	1	2	3	4	5	1	2	3	4	5
I like my school friends because we do the same out-of-school activities	1	2	3	4	5	1	2	3	4	5
I spend a lot of time on my homework because I want to get good grades	1	2	3	4	5	1	2	3	4	5
My parents are usually pleased with my school reports	1	2	3	4	5	1	2	3	4	5
I have close school friends	1	2	3	4	5	1	2	3	4	5
My parents would have like me to have found a job instead of studying for an Advanced GNVQ	1	2	3	4	5	1	2	3	4	5

I believe that extra-curricular activities after school are important	1	2	3	4	5
I attend this school because it is the best school for me	1	2	3	4	5
I spend enough time on my homework	1	2	3	4	5
If I have problems with my parents I mostly talk to my parents about it	1	2	3	4	5
I am studying for an Advanced GNVQ because I am not ready for a job	1	2	3	4	5
I am studying for an Advanced GNVQ because I want to have a good opportunity for the future	1	2	3	4	5
My parents think that my school friends are a bad influence	1	2	3	4	5
I attend this school because I already have friends here	1	2	3	4	5
I go to one of my parents most of the time for advice	1	2	3	4	5
I go to my friends most of the time for advice	1	2	3	4	5
If I have problems at school I would rather not talk to anyone about it	1	2	3	4	5
If I have problems with my parents I would rather not talk to anyone about it	1	2	3	4	5
I mostly talk to my parents about how I am doing at school	1	2	3	4	5
If I have problems with my parents I mostly talk to a close friend	1	2	3	4	5
I spend a lot of time on my homework because my parents want me to get good grades	1	2	3	4	5
My parents were heavily involved in deciding which Advanced GNVQ I should study	1	2	3	4	5
I want get good grades so I can go to a good university	1	2	3	4	5
Whatever grades I get they are never good enough for my parents	1	2	3	4	5
I was involved in the discussion as to which school to attend	1	2	3	4	5
I believe that this school suits my abilities	1	2	3	4	5
I looked at other schools before deciding to come to this one	1	2	3	4	5
I go out most weekends with my friends	1	2	3	4	5
I engage in an extra-curricular activity because I enjoy it	1	2	3	4	5
One or both of my parents understands me	1	2	3	4	5
If I have problems with my school-friends I mostly talk to other friends about it	1	2	3	4	5
I am happy with the grades that I get	1	2	3	4	5
I am studying for an Advanced GNVQ because I had no other academic options	1	2	3	4	5
My parents do not mind me spending several hours a night on the telephone and/or watching television	1	2	3	4	5
I am studying for an Advanced GNVQ because my friends are studying for an Advanced GNVQ	1	2	3	4	5
I engage in an extra-curricular activity because my parents want me to	1	2	3	4	5
I spend more time doing my homework than socialising with my friends	1	2	3	4	5

I work hard at school because I want my parents to be proud of me	1	2	3	4	5
I chose this Advanced GNVQ course because is it the best option for my future	1	2	3	4	5
My friends understand me	1	2	3	4	5
I would have liked to have gone to a different school	1	2	3	4	5
I attend this school because I have a relative who goes/went here	1	2	3	4	5
Most of my close friends are going to university/further education	1	2	3	4	5
If I have problems with my school friends I would rather not talk to anyone about it	1	2	3	4	5
I work hard at school because I want to	1	2	3	4	5
I believe that homework comes before going out with my friends	1	2	3	4	5
I discuss my future mostly with my school friends	1	2	3	4	5
I engage in an extra-curricular activity because my friends do	1	2	3	4	5
I believe that this school gives me a good education	1	2	3	4	5
I engage in an extra-curricular activity after school because I am good at it	1	2	3	4	5
If I have problems with my school-friends I mostly talk to my parents about it	1	2	3	4	5
I like my school friends because they do the same course as me	1	2	3	4	5
I chose this Advanced GNVQ course because my friends are doing the same	1	2	3	4	5
I am studying for an Advanced GNVQ because I want to go to university/further education	1	2	3	4	5
If I have problems at school I mostly talk to a close-school friend about it	1	2	3	4	5
I engage in an extra-curricular activity because I like to spend time with my friends	1	2	3	4	5
My parents make sure that I have done my homework before I am allowed to go out	1	2	3	4	5
I would like to spend more time with my parents	1	2	3	4	5
My parents want me to have a good education	1	2	3	4	5
I am studying for an Advanced GNVQ because my parents want me to go to university/further education	1	2	3	4	5
I mostly talk to a close friend about how I am doing at school	1	2	3	4	5
If I have problems at school I mostly talk to my parents about it	1	2	3	4	5
I discuss my future mostly with my parents	1	2	3	4	5
I find it difficult to talk to my parents	1	2	3	4	5
I decided on my own which school I should attend	1	2	3	4	5
My parents push me hard because they want me to do well	1	2	3	4	5
My parents like my school friends	1	2	3	4	5
I attend this school as it is the nearest to our home	1	2	3	4	5
I have a good relationship with one or both of my parents	1	2	3	4	5
I am usually pleased with my school reports	1	2	3	4	5
I chose to study this Advanced GNVQ because I am good at it	1	2	3	4	5

A-level and Advanced GNVQ Student Reminder Letter

Dear Student

I am writing to remind you to complete the questionnaire that I have already sent to you, for you and your parents to fill out, if you have not already done so.

The information you will provide will be extremely useful and really interesting, and will aid the completion of my PhD.

The information from your questionnaire may even be of benefit to people (like yourself) making educational/future choices.

Please could you help by finding some time to complete the questionnaire, and return it to me in the pre-paid envelope provided *along* with the completed questionnaire from one of your parents.

I would also like to take this opportunity to wish you all the best for your future.

I would like to thank you once again for your contribution towards my work.

Thank You

SARAH LEWIS

Understanding Students' Educational Choices

Main Questionnaire Scoring Key

SCORING KEY

There are a total of 71 items and each one is scored for points as follows:

1 = Strongly Agree

2 = Agree

3 = Neutral

4 = Disagree

5 = Strongly Disagree

All items are scored in this way except for the following items where scoring is reversed:

Difficult to talk to parents/child

Parents think friends are a bad influence

Grades never good enough for parents

Problems with friends/talk to no-one

Problems with parents/talk to no-one

Problems at school/talk to no-one

All statements therefore, are coded such that low scores indicate higher agreement with positive values.

APPENDIX II:

Measure two – Attitudes Toward School Questionnaire for Study 1

Parent and Student Questionnaire for A-level and Advanced GNVQ groups and Scoring Key

Parent and Student Attitudes Toward School Questionnaire

Parent and Student Attitudes Toward
School Questionnaire

Answer the following questions using the scale:

- 1 = Strongly agree
- 2 = Agree
- 3 = Neutral
- 4 = Disagree
- 5 = Strongly disagree

Please circle the appropriate number

	Strongly Agree			Strongly Disagree	
In general the teachers are competent	1	2	3	4	5
In virtually all coursework, students see a purpose between what they are studying and their everyday lives	1	2	3	4	5
The total educational programme offered to students is of high quality	1	2	3	4	5
The students are seldom motivated to do their best work	1	2	3	4	5
All things considered, students are learning about all they can from their school experience	1	2	3	4	5
For the most part, I am satisfied with the school	1	2	3	4	5

Attitudes Toward School Scoring Key

Attitudes Toward School Scoring Key

SCORING KEY

There are a total of 8 items and each one is scored for points as follows:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Neutral
- 4 = Disagree
- 5 = Strongly Disagree

All items are scored in this way except for the following items where scoring is reversed:

Students are seldom motivated to do their best work

All statements therefore, are coded such that low scores indicate higher agreement with positive values.

APPENDIX III:

Measure three – Importance of Parents and Peers in Decision Making Questionnaire for Study 1

Parent and Student Questionnaires for A-
level and Advanced GNVQ groups and
Scoring Key

A-level Parent Importance of Parents and Peers in Decision Making Questionnaire

Reference Number:

If your son/daughter had to decide between friends and parents’ opinions and feelings in the following situations whose opinion would s/he consider more important.

Answer the following questions using the scale:

1 = Definitely friends

2 = Probably friends

3 = Uncertain

4 = Probably parents

5 = Definitely parents

Please circle the appropriate number

	Definitely Friends			Definitely Parents	
Whether to go to University or not	1	2	3	4	5
In choosing a University	1	2	3	4	5
Which extra-curricular activities to take up	1	2	3	4	5
Whether to attend discos/clubs	1	2	3	4	5
In choosing a future occupation	1	2	3	4	5
Which social events to attend	1	2	3	4	5
How to dress	1	2	3	4	5
Whether to take up a part-time job	1	2	3	4	5
Whom to date	1	2	3	4	5
Commitment to boyfriend/girlfriend	1	2	3	4	5
On what to spend money	1	2	3	4	5
The groups to join	1	2	3	4	5
Advice on personal problems	1	2	3	4	5
How often to date	1	2	3	4	5
Whom to go to for information about intimate matters	1	2	3	4	5
Which courses to take at A-level	1	2	3	4	5

Advanced GNVQ Parent Importance of Parents and Peers in Decision Making Questionnaire

Reference Number:

If your son/daughter had to decide between friends and parents' opinions and feelings in the following situations whose opinion would s/he consider more important.

Answer the following questions using the scale:

1 = Definitely friends

2 = Probably friends

3 = Uncertain

4 = Probably parents

5 = Definitely parents

Please circle the appropriate number

	Definitely Friends			Definitely Parents	
Whether to go to University or not	1	2	3	4	5
In choosing a University	1	2	3	4	5
Which extra-curricular activities to take up	1	2	3	4	5
Whether to attend discos/clubs	1	2	3	4	5
In choosing a future occupation	1	2	3	4	5
Which social events to attend	1	2	3	4	5
How to dress	1	2	3	4	5
Whether to take up a part-time job	1	2	3	4	5
Whom to date	1	2	3	4	5
Commitment to boyfriend/girlfriend	1	2	3	4	5
On what to spend money	1	2	3	4	5
The groups to join	1	2	3	4	5
Advice on personal problems	1	2	3	4	5
How often to date	1	2	3	4	5
Whom to go to for information about intimate matters	1	2	3	4	5
Which courses to take at Advanced GNVQ	1	2	3	4	5

A-level Student Importance of Parents and Peers in Decision Making Questionnaire

Reference Number:

If you had to decide between friends and parents' opinions and feelings in the following situations whose opinion would you consider more important.

Answer the following questions using the scale:

1 = Definitely friends

2 = Probably friends

3 = Uncertain

4 = Probably parents

5 = Definitely parents

Please circle the appropriate number

	Definitely Friends			Definitely Parents	
Whether to go to University or not	1	2	3	4	5
In choosing a University	1	2	3	4	5
Which extra-curricular activities to take up	1	2	3	4	5
Whether to attend discos/clubs	1	2	3	4	5
In choosing a future occupation	1	2	3	4	5
Which social events to attend	1	2	3	4	5
How to dress	1	2	3	4	5
Whether to take up a part-time job	1	2	3	4	5
Whom to date	1	2	3	4	5
Commitment to boyfriend/girlfriend	1	2	3	4	5
On what to spend money	1	2	3	4	5
The groups to join	1	2	3	4	5
Advice on personal problems	1	2	3	4	5
How often to date	1	2	3	4	5
Whom to go to for information about intimate matters	1	2	3	4	5
Which courses to take at A-level	1	2	3	4	5

Please rank in order of importance, those people whose opinions are important to you, where 1 is *most important* and 4 is *fourth most important*.

Parents
Close same-sex friends
Peer group friends
Teachers

Advanced GNVQ Student Importance of Parents and Peers in Decision Making Questionnaire

Reference Number:

If you had to decide between friends and parents' opinions and feelings in the following situations whose opinion would you consider more important.

Answer the following questions using the scale:

1 = Definitely friends

2 = Probably friends

3 = Uncertain

4 = Probably parents

5 = Definitely parents

Please circle the appropriate number

	Definitely Friends			Definitely Parents	
Whether to go to University or not	1	2	3	4	5
In choosing a University	1	2	3	4	5
Which extra-curricular activities to take up	1	2	3	4	5
Whether to attend discos/clubs	1	2	3	4	5
In choosing a future occupation	1	2	3	4	5
Which social events to attend	1	2	3	4	5
How to dress	1	2	3	4	5
Whether to take up a part-time job	1	2	3	4	5
Whom to date	1	2	3	4	5
Commitment to boyfriend/girlfriend	1	2	3	4	5
On what to spend money	1	2	3	4	5
The groups to join	1	2	3	4	5
Advice on personal problems	1	2	3	4	5
How often to date	1	2	3	4	5
Whom to go to for information about intimate matters	1	2	3	4	5
Which courses to take at Advanced GNVQ	1	2	3	4	5

Please rank in order of importance, those people whose opinions are important to you, where 1 is *most important* and 4 is *fourth most important*.

- Parents.....
- Close same-sex friends.....
- Peer group friends.....
- Teachers.....

Importance of Parents and Peers in Decision Making Questionnaire Scoring Key

SCORING KEY

There are a total of 16 items and each one is scored for points as follows:

1 = Definitely Friends

2 = Probably Friends

3 = Uncertain

4 = Probably Parents

5 = Definitely Parents

All items are scored in this way such that low scores below 3 indicate higher agreement with friends and high scores above 3 indicate higher agreement with parents.

The 16 items are grouped into the following four content areas:

1. Parent Consensus

Whether to go to university

In choosing a future occupation

On what to spend money

Which course to take at A-level/Ad GNVQ

In choosing a university

2. Friend Consensus

Which social events to attend

The groups to join

How to dress

Which extra-curricular activities to take up

Whether to take up a part time job

3. Marginal Cross Pressures

Advice on personal problems

Who to go to for information about intimate matters

4. Areas of possible conflict

Whether to attend discos/clubs

Whom to date

How often to date

Commitment to boy/girlfriend

APPENDIX IV:

Measure Four – Future Plans, Expectations and Levels of Disappointment Questionnaire for Study 1

Year 13 Parent and Student
Questionnaires for A-level and
Advanced GNVQ groups

A-level Parent Expectation and Disappointment Questionnaire

Reference Number:

Please state the A-level and A/S level subjects that your son/daughter has studied and the grade that *you* think that s/he is going to achieve:

Name of subject	(A or A/S level)	Grade <i>you</i> expect to be achieved
.....
.....
.....
.....
.....

As you go down the range of grades, at which point would you begin to feel disappointed with the grade for each subject. Circle the grade at which you would be disappointed for each subject. (State each subject)

Subject: .....	.....	.....	.....	.....
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E
N	N	N	N	N
U	U	U	U	U

Thank you for your time.

Advanced GNVQ Parent Expectation and Disappointment Questionnaire

Reference Number:

Please state the Advanced GNVQ course that your son/daughter has studied and the overall grade that *you* think that he is going to achieve:

Name of Course:

Overall grade *you* expect to be achieved:

Please state the number of Distinctions, Merits, Passes and Fails for all modules that *you* think that he is going to achieve:

Number of Distinctions:

Number of Merits:

Number of Passes:

Number of Fails:

As you go down the range of grades, at which point would you begin to feel disappointed with the overall grade. Circle the grade at which you would be disappointed.

- Distinction
- Merit
- Pass
- Fail

Thank you for your time.

Student A-level Future Plans, Expectations and Levels of Disappointment Questionnaire

Date of Birth:..... **Sex** (delete as appropriate): **Male/Female** REF:

All answers are confidential and a reference number has been given to ensure anonymity. Please answer as you truly feel - **no one** will identify you with the answers given.

Now that you have completed your A-level courses, what are your future plans? (please use back of sheet if needed)

.....
.....
.....

1. Please state the A-level and A/S level subjects you have studied and taken exams for, and the grade that you think that you are going to achieve:

Name of subject	(A or A/S level)	Grade <i>you</i> expect to achieve
.....
.....
.....
.....
.....

2. Are you planning to go onto University/Further education next year? YES/NO

2.1 If yes, which University/Further education college are you planning on going to?.....

2.2 If yes, what are you planning to study?.....

2.3 Why did you choose this?.....

2.4 Did you decide this on your own? YES/NO

2.5 If no, who helped you make this choice? (tick as appropriate)

Parents Friends Teachers Other (please state)

3. Are you planning to take a gap year next year? YES/NO

3.1 If yes, what are you going to do?.....

3.2 For what reason did you decide to take a gap year?

3.3 Did you decide this on your own? YES/NO

3.4 If no, who helped you make this choice? (tick as appropriate)

Parents Friends Teachers Other (please state)

3.5 What are your plans after your gap year? (please tick and follow instructions)

University/Further Education	.....	(please answer Question 2.)
Job	.....	(please answer Question 4.)
Other	.....	(please state)

4. Are you planning to take a job next year? YES/NO
4.1 If yes, what job are you going to do?
4.2 For what reason did you decide to take this job?
4.3 Did you decide this on your own? YES/NO
4.4 If no, who helped you make this choice? (tick as appropriate)
Parents Friends Teachers Other (please state)

5. On reflection, do you think that *you* made the right choice of A-level subjects? YES/NO
5.1 If not, why not?

6. On reflection, do you think that *you* made the right choice in taking A-levels? YES/NO
6.1 If not, why not?
6.2 If not, what would you have liked to have done instead?

7. As you go down the range of grades, at which point would you begin to feel disappointed with your grade for each subject. Circle the grade at which you would be disappointed for each subject. (State each subject)

Subject:
A A A A A
B B B B B
C C C C C
D D D D D
E E E E E
N N N N N
U U U U U

8. As you go down the range of grades, at which point would your parents begin to feel disappointed with your grade for each subject. Circle the grade at which your parent would be disappointed for each subject. (State each subject)

Subject:
A A A A A
B B B B B
C C C C C
D D D D D
E E E E E
N N N N N
U U U U U

9. Please state the A-level and A/S level subject grades your teachers have predicted for you:

Name of subject	(A or A/S level)	Teacher predictions
.....
.....
.....
.....
.....

Please ensure that all questions have been answered. Thank you for your time.

Student Advanced GNVQ Future Plans, Expectations and Levels of Disappointment Questionnaire

Date of Birth:..... **Sex** (delete as appropriate): **Male/Female** REF:

All answers are confidential and a reference number has been given to ensure anonymity. Please answer as you truly feel - **no one** will identify you with the answers given.

Now that you have completed your Advanced GNVQ course, what are your future plans? (please use back of sheet if needed)

.....

.....

.....

1. Please state the Advanced GNVQ course you have studied, and the grade that you think that you are going to achieve overall:

Name of Course:

Overall Grade *you* expect to achieve:

Please state the number of Distinctions, Merits, Passes and Fails for all modules that *you* think you are going to achieve:

Number of Distinctions:

Number of Merits

Number of Passes:

Number of Fails:

2. Are you planning to go onto University/Further education next year? YES/NO

2.2 If yes, which University/Further education college are you planning on going to?.....

2.2 If yes, what are you planning to study?

2.3 Why did you choose this?.....

2.4 Did you decide this on your own? YES/NO

2.5 If no, who helped you make this choice? (tick as appropriate)

Parents Friends Teachers Other (please state)

3. Are you planning to take a gap year next year? YES/NO

3.1 If yes, what are you going to do?.....

3.2 For what reason did you decide to take a gap year?

3.3 Did you decide this on your own? YES/NO

3.4 If no, who helped you make this choice? (tick as appropriate)

Parents Friends Teachers Other (please state)

3.5 What are your plans after your gap year? (please tick and follow instructions)

University/Further Education (please answer Question 2.)

Job (please answer Question 4.)

Other (please state)

4. Are you planning to take a job next year? YES/NO

4.1 If yes, what job are you going to do?

4.2 For what reason did you decide to take this job?

4.3 Did you decide this on your own? YES/NO

4.4 If no, who helped you make this choice? (tick as appropriate)

Parents Friends Teachers Other (please state)

5. On reflection, do you think that *you* made the right choice of Advanced GNVQ? YES/NO

5.1 If not, why not?

6. On reflection, do you think that *you* made the right choice in taking an Advanced GNVQ? YES/NO

6.1 If not, why not?

6.2 If not, what would you have liked to have done instead?

7. As you go down the range of grades, at which point would you begin to feel disappointed with your overall grade for the course. Circle the grade at which you would be disappointed.

Distinction
Merit
Pass
Fail

8. As you go down the range of grades, at which point would your parents begin to feel disappointed with your overall grade for the course. Circle the grade at which your parent/s would be disappointed.

Distinction
Merit
Pass
Fail

9. Please state the overall grade your teachers have predicted for you:

Name of Course:

Overall Grade *you* expect to achieve:

Please ensure that all questions have been answered. Thank you for your time.

APPENDIX V:

Measure Five – Self-Perception Profile for Study 1

Parent and Student Self Perception Profile
for A-level and Advanced GNVQ groups,
Scoring Key, Calculation of Mean
Discrepancy Score and Graph of Harter's
Norms.

Parent Perceived Competence Questionnaire

Please complete the following details:

Daughter's Date of Birth:

Daughter's School Year:

	SELF	PARTNER
Gender:
Age:
Education:		
(Please tick the highest educational level obtained):		
O-levels
A-levels
First degree
Second degree (please state).....	
Other (please state)
Occupation:

Please answer the questionnaire by first deciding which statement is most like you, and then place a cross in the box if the statement is only sort of true or if it is really true.

Please make sure that all the questions have been answered and that only one box is checked for each question.

Thank you for your time.

Please answer the questionnaire by first deciding which statement, on either the left or the right side, is most like you and then for that side **only** place a cross in the box if the statement is only sort of true or if it is really true. Please make sure that all the questions have been answered and that only one box is checked for each question.

	Really True	Sort of True	Sample Sentence		Sort of True	Really True
a)	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to go to the cinema in their spare time	BUT Other people would rather go to sports events	<input type="checkbox"/>	<input type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are just as clever as others their age	BUT Other people are not do sure and wonder if they are as smart	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some people find it hard to make friends	BUT For other people it is pretty easy	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do very well at all kinds of sports	BUT Other people do not feel that they are very good when it comes to sports	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are <i>not</i> happy with the way they look	BUT Other people <i>are</i> happy with the way they look	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are ready to do well at a job	BUT Other people feel that they are not quite ready to handle a job	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that if they are romantically interested in someone, that person will like them back	BUT Other people worry that when they like someone romantically, that person will not like them back	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some people usually do the right thing	BUT Other people often do not do what they know is right	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are able to make really close friends	BUT Other people find it hard to make really close friends	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are often disappointed with themselves	BUT Other people are pretty pleased with themselves	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are pretty slow in finishing their work	BUT Other people can do their work more quickly	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some people have a lot of friends	BUT Other people do not have very many friends	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think they could do well at just about any new athletic activity	BUT Other people are afraid they might not do well at a new athletic activity	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some people wish they body was different	BUT Other people like their body the way it is	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they <i>do not</i> have enough skills to do well at a job	BUT Other people feel that they <i>do</i> have enough skills to do a job well	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are <i>not</i> dating the people they are really attracted to	BUT Other people <i>are</i> dating those people they are attracted to	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some people often get in trouble for the things they do	BUT Other people usually do not do things that get them in trouble	<input type="checkbox"/>	<input type="checkbox"/>

	Really True	Sort of True			Sort of True	Really True
17.	<input type="checkbox"/>	<input type="checkbox"/>	some people do have a close friend they can share secrets with	BUT	Other people do not have a really close friend they can share secrets with	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not like the way they are leading their life	BUT	Other people do like the way they are leading their life	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do very well at their work	BUT	Other people do not do very well at their work	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are very hard to like	BUT	Other people are really easy to like	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are better than others their age at sports	BUT	Other people do not feel they can play as well	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some people wish their physical appearance was different	BUT	Other people like their physical appearance the way it is	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel they are old enough to get and keep a paying job	BUT	Other people do not feel they are old enough yet to really handle a job well	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that people their age will be romantically attracted to them	BUT	Other people worry about whether people their age will be attracted to them	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel really good about the way they act	BUT	Other people do not feel that good about the way they often act	<input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>	Some people wish they had a really close friend to share things with	BUT	Other people do have a close friend to share things with	<input type="checkbox"/>
27.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are happy with themselves most of the time	BUT	Other people are often not happy with themselves	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	Some people have trouble figuring out the answers to problems	BUT	Other people almost always can figure out the answers to problems	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are popular with others their age	BUT	Other people are not very popular	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not do well at new outdoor games	BUT	Other people are good at new games right away	<input type="checkbox"/>
31.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think that they are good looking	BUT	Other people think that they are not very good looking	<input type="checkbox"/>
32.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel like they could do better at work they do	BUT	Other people feel that they are doing really well at work they do	<input type="checkbox"/>
33.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are fun and interesting to others	BUT	Other people wonder about how fun and interesting they are to others	<input type="checkbox"/>
34.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do things they know they should not do	BUT	Other people hardly every do things they know they should not do	<input type="checkbox"/>
35.	<input type="checkbox"/>	<input type="checkbox"/>	Some people find it hard to make friends they can really trust	BUT	Other people are able to make close friends they can really trust	<input type="checkbox"/>

	Really True	Sort of True				Sort of True	Really True
36.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like the kind of person they are	BUT	Other people often wish they were someone else	<input type="checkbox"/>	<input type="checkbox"/>
37.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are pretty intelligent	BUT	Other people question whether they are intelligent	<input type="checkbox"/>	<input type="checkbox"/>
38.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are socially accepted	BUT	Other people wished that more people their age accepted them	<input type="checkbox"/>	<input type="checkbox"/>
39.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not feel that they are very athletic	BUT	Other people feel that they <i>are</i> very athletic	<input type="checkbox"/>	<input type="checkbox"/>
40.	<input type="checkbox"/>	<input type="checkbox"/>	Some people really like their looks	BUT	Other people wish they looked different	<input type="checkbox"/>	<input type="checkbox"/>
41.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are really able to handle the work on a paying job	BUT	Other people wonder if they are really doing as good a job at work as they should be doing	<input type="checkbox"/>	<input type="checkbox"/>
42.	<input type="checkbox"/>	<input type="checkbox"/>	Some people usually <i>do not</i> go out with the people they would really like to date	BUT	Other people <i>do</i> go out with the people they really want to date	<input type="checkbox"/>	<input type="checkbox"/>
43.	<input type="checkbox"/>	<input type="checkbox"/>	Some people usually act the way they know they are supposed to	BUT	Other people often do not act the way they are supposed to	<input type="checkbox"/>	<input type="checkbox"/>
44.	<input type="checkbox"/>	<input type="checkbox"/>	Some people <i>do not</i> have a friend that is close enough to share really personal thoughts with	BUT	Other people <i>do</i> have a close friend that they can share personal thoughts and feelings with	<input type="checkbox"/>	<input type="checkbox"/>
45.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are very happy being the way they are	BUT	Other people wish they were different	<input type="checkbox"/>	<input type="checkbox"/>

Parent Perceived Importance Questionnaire

Parent Perceived Importance Questionnaire

Please answer the questionnaire by first deciding which statement, on either the left or the right side, is most like you and then for that side **only** place a cross in the box if the statement is only sort of true or if it is really true. Please make sure that all the questions have been answered and that only one box is checked for each question.

	Really True	Sort of True				Sort of True	Really True
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think it is important to be intelligent	BUT	Other people don't think it is important to be intelligent	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't think its all that important to have a lot of friends	BUT	Other people think that having a lot of friends is important	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think its important to be good at sports	BUT	Other people don't care much about being good at sports	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't really think that their physical appearance is all that important	BUT	Other people think that their physical appearance is important	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't care that much about how well they do on a job	BUT	Other people feel its important that they do well on a job	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think its important that the people they are romantically interested in like them back	BUT	Other people don't really care that much whether someone they are interested in likes them that much	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't think its that important to do the right thing	BUT	Other people think that doing the right thing is important	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think its important to be able to make really close friends	BUT	Other people don't think making close friends is all that important	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't think that doing well in school is really that important	BUT	Other people think that doing well in school is important	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think its important to be popular	BUT	Other people don't care that much about whether they are popular	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't think that being athletic is that important	BUT	Other people think that being athletic is important	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think that how they look is important	BUT	Other people don't care that much about how they look	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think its important to do their best on a paying job	BUT	Other people don't think that doing their best on a job is all that important	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't care that much whether they are dating someone they are romantically interested in	BUT	Other people think its important to be dating someone they are interested in	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think its important to act the way they are supposed to	BUT	Other people don't care that much whether they are acting the way they are supposed to	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't care that much about having a close friend they can trust	BUT	Other people think its important to have a really close friend you can trust	<input type="checkbox"/>	<input type="checkbox"/>

Student Perceived Competence Questionnaire

Student Perceived Competence
Questionnaire

Date of Birth.....

Reference number:.....

Please answer the questionnaire by first deciding which statement is most like you and then place a cross in the box if the statement is only sort of true or if it is really true. Please make sure that all the questions have been answered and that only one box is checked for each question.

		Sample Sentence					
	Really True	Sort of True				Sort of True	Really True
a)	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to go to the cinema in their spare time	BUT	Other people would rather go to sports events	<input type="checkbox"/>	<input type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are just as clever as others their age	BUT	Other people are not do sure and wonder if they are as smart	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some people find it hard to make friends	BUT	For other people it is pretty easy	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do very well at all kinds of sports	BUT	Other people do not feel that they are very good when it comes to sports	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are <i>not</i> happy with the way they look	BUT	Other people <i>are</i> happy with the way they look	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are ready to do well at a part-time job	BUT	Other people feel that they are not quite ready to handle a part-time job	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that if they are romantically interested in someone, that person will like them back	BUT	Other people worry that when they like someone romantically, that person will not like them back	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some people usually do the right thing	BUT	Other people often do not do what they know is right	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are able to make really close friends	BUT	Other people find it hard to make really close friends	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are often disappointed with themselves	BUT	Other people are pretty pleased with themselves	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are pretty slow in finishing their school work	BUT	Other people can do their school work more quickly	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some people have a lot of friends	BUT	Other people do not have very many friends	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think they could do well at just about any new athletic activity	BUT	Other people are afraid they might not do well at a new athletic activity	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some people wish they body was different	BUT	Other people like their body the way it is	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they <i>do not</i> have enough skills to do well at a job	BUT	Other people feel that they <i>do</i> have enough skills to do a job well	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are <i>not</i> dating the people they are really attracted to	BUT	Other people <i>are</i> dating those people they are attracted to	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some people often get in trouble for the things they do	BUT	Other people usually do not do things that get them in trouble	<input type="checkbox"/>	<input type="checkbox"/>

	Really True	Sort of True				Sort of True	Really True
17.	<input type="checkbox"/>	<input type="checkbox"/>	some people do have a close friend they can share secrets with	BUT	Other people do not have a really close friend they can share secrets with	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not like the way they are leading their life	BUT	Other people do like the way they are leading their life	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do very well at their classwork	BUT	Other people do not do very well at their classwork	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are very hard to like	BUT	Other people are really easy to like	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are better than others their age at sports	BUT	Other people do not feel they can play as well	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some people wish their physical appearance was different	BUT	Other people like their physical appearance the way it is	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel they are old enough to get and keep a paying job	BUT	Other people do not feel they are old enough yet to really handle a job well	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that people their age will be romantically attracted to them	BUT	Other people worry about whether people their age will be attracted to them	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel really good about the way they act	BUT	Other people do not feel that good about the way they often act	<input type="checkbox"/>	<input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>	Some people wish they had a really close friend to share things with	BUT	Other people do have a close friend to share things with	<input type="checkbox"/>	<input type="checkbox"/>
27.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are happy with themselves most of the time	BUT	Other people are often not happy with themselves	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	Some people have trouble figuring out the answers in school	BUT	Other people almost always can figure out the answers	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are popular with others their age	BUT	Other people are not very popular	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not do well at new outdoor games	BUT	Other people are good at new games right away	<input type="checkbox"/>	<input type="checkbox"/>
31.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think that they are good looking	BUT	Other people think that they are not very good looking	<input type="checkbox"/>	<input type="checkbox"/>
32.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel like they could do better at work they do for pay	BUT	Other people feel that they are doing really well at work they do for pay	<input type="checkbox"/>	<input type="checkbox"/>
33.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are fun and interesting on a date	BUT	Other people wonder about how fun and interesting they are on a date	<input type="checkbox"/>	<input type="checkbox"/>
34.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do things they know they should not do	BUT	Other people hardly every do things they know they should not do	<input type="checkbox"/>	<input type="checkbox"/>
35.	<input type="checkbox"/>	<input type="checkbox"/>	Some people find it hard to make friends they can really trust	BUT	Other people are able to make close friends they can really trust	<input type="checkbox"/>	<input type="checkbox"/>

	Really True	Sort of True			Sort of True	Really True	
36.	<input type="checkbox"/>	<input type="checkbox"/>	Some people like the kind of person they are	BUT	Other people often wish they were someone else	<input type="checkbox"/>	<input type="checkbox"/>
37.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are pretty intelligent	BUT	Other people question whether they are intelligent	<input type="checkbox"/>	<input type="checkbox"/>
38.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are socially accepted	BUT	Other people wished that more people their age accepted them	<input type="checkbox"/>	<input type="checkbox"/>
39.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do not feel that they are very athletic	BUT	Other people feel that they <i>are</i> very athletic	<input type="checkbox"/>	<input type="checkbox"/>
40.	<input type="checkbox"/>	<input type="checkbox"/>	Some people really like their looks	BUT	Other people wish they looked different	<input type="checkbox"/>	<input type="checkbox"/>
41.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are really able to handle the work on a paying job	BUT	Other people wonder if they are really doing as good a job at work as they should be doing	<input type="checkbox"/>	<input type="checkbox"/>
42.	<input type="checkbox"/>	<input type="checkbox"/>	Some people usually <i>do not</i> go out with the people they would really like to date	BUT	Other people <i>do</i> go out with the people they really want to date	<input type="checkbox"/>	<input type="checkbox"/>
43.	<input type="checkbox"/>	<input type="checkbox"/>	Some people usually act the way they know they are supposed to	BUT	Other people often do not act the way they are supposed to	<input type="checkbox"/>	<input type="checkbox"/>
44.	<input type="checkbox"/>	<input type="checkbox"/>	Some people <i>do not</i> have a friend that is close enough to share really personal thoughts with	BUT	Other people <i>do</i> have a close friend that they can share personal thoughts and feelings with	<input type="checkbox"/>	<input type="checkbox"/>
45.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are very happy being the way they are	BUT	Other people wish they were different	<input type="checkbox"/>	<input type="checkbox"/>

Student Perceived Importance Questionnaire

Student Perceived Importance
Questionnaire

Please answer the questionnaire by first deciding which statement is most like you and then place a cross in the box if the statement is only sort of true or if it is really true. Please make sure that all the questions have been answered and that only one box is checked for each question.

	Really True	Sort of True				Sort of True	Really True
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think it is important to be intelligent	BUT	Other people don't think it is important to be intelligent	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't think its all that important to have a lot of friends	BUT	Other people think that having a lot of friends is important	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think its important to be good at sports	BUT	Other people don't care much about being good at sports	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't really think that their physical appearance is all that important	BUT	Other people think that their physical appearance is important	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't care that much about how well they do on a paying job	BUT	Other people feel its important that they do well on a paying job	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think its important that the people they are romantically interested in like them back	BUT	Other people don't really care that much whether someone they are interested in likes them that much	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't think its that important to do the right thing	BUT	Other people think that doing the right thing is important	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think its important to be able to make really close friends	BUT	Other people don't think making close friends is all that important	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't think that doing well in school is really that important	BUT	Other people think that doing well in school is important	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think its important to be popular	BUT	Other people don't care that much about whether they are popular	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't think that being athletic is that important	BUT	Other people think that being athletic is important	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think that how they look is important	BUT	Other people don't care that much about how they look	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think its important to do their best on a paying job	BUT	Other people don't think that doing their best on a job is all that important	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't care that much whether they are dating someone they are romantically interested in	BUT	Other people think its important to be dating someone they are interested in	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think its important to act the way they are supposed to	BUT	Other people don't care that much whether they are acting the way they are supposed to	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some people don't care that much about having a close friend they can trust	BUT	Other people think its important to have a really close friend you can trust	<input type="checkbox"/>	<input type="checkbox"/>

Perceived Competence Questionnaire Scoring Key

Perceived Competence Questionnaire
Scoring Key

SCORING KEY

Reference number:.....

Please answer the questionnaire by first deciding which statement, on either the left or the right side, is most like you and then for that side **only** place a cross in the box if the statement is only sort of true or if it is really true. Please make sure that all the questions have been answered and that only one box is checked for each question.

		Sample Sentence					
	Really True	Sort of True			Sort of True	Really True	
a)	<input type="checkbox"/>	<input type="checkbox"/>	Some people like to go to the cinema in their spare time	BUT	Other people would rather go to sports events	<input type="checkbox"/>	<input type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are just as clever as others their age	BUT	Other people are not do sure and wonder if they are as smart	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some people find it hard to make friends	BUT	For other people it is pretty easy	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some people do very well at all kinds of sports	BUT	Other people do not feel that they are very good when it comes to sports	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are <i>not</i> happy with the way they look	BUT	Other people <i>are</i> happy with the way they look	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they are ready to do well at a job	BUT	Other people feel that they are not quite ready to handle a job	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that if they are romantically interested in someone, that person will like them back	BUT	Other people worry that when they like someone romantically, that person will not like them back	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some people usually do the right thing	BUT	Other people often do not do what they know is right	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are able to make really close friends	BUT	Other people find it hard to make really close friends	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are often disappointed with themselves	BUT	Other people are pretty pleased with themselves	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are pretty slow in finishing their work	BUT	Other people can do their work more quickly	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some people have a lot of friends	BUT	Other people do not have very many friends	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	Some people think they could do well at just about any new athletic activity	BUT	Other people are afraid they might not do well at a new athletic activity	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some people wish they body was different	BUT	Other people like their body the way it is	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some people feel that they <i>do not</i> have enough skills to do well at a job	BUT	Other people feel that they <i>do</i> have enough skills to do a job well	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some people are <i>not</i> dating the people they are really attracted to	BUT	Other people <i>are</i> dating those people they are attracted to	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some people often get in trouble for the things they do	BUT	Other people usually do not do things that get them in trouble	<input type="checkbox"/>	<input type="checkbox"/>

	Really True	Sort of True				Sort of True	Really True
17.	<input type="text" value="4"/>	<input type="text" value="3"/>	some people do have a close friend they can share secrets with	BUT	Other people do not have a really close friend they can share secrets with	<input type="text" value="2"/>	<input type="text" value="1"/>
18.	<input type="text" value="1"/>	<input type="text" value="2"/>	Some people do not like the way they are leading their life	BUT	Other people do like the way they are leading their life	<input type="text" value="3"/>	<input type="text" value="4"/>
19.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people do very well at their work	BUT	Other people do not do very well at their work	<input type="text" value="2"/>	<input type="text" value="1"/>
20.	<input type="text" value="1"/>	<input type="text" value="2"/>	Some people are very hard to like	BUT	Other people are really easy to like	<input type="text" value="3"/>	<input type="text" value="4"/>
21.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people feel that they are better than others their age at sports	BUT	Other people do not feel they can play as well	<input type="text" value="2"/>	<input type="text" value="1"/>
22.	<input type="text" value="1"/>	<input type="text" value="2"/>	Some people wish their physical appearance was different	BUT	Other people like their physical appearance the way it is	<input type="text" value="3"/>	<input type="text" value="4"/>
23.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people feel they are old enough to get and keep a paying job	BUT	Other people do not feel they are old enough yet to really handle a job well	<input type="text" value="2"/>	<input type="text" value="1"/>
24.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people feel that people their age will be romantically attracted to them	BUT	Other people worry about whether people their age will be attracted to them	<input type="text" value="2"/>	<input type="text" value="1"/>
25.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people feel really good about the way they act	BUT	Other people do not feel that good about the way they often act	<input type="text" value="2"/>	<input type="text" value="1"/>
26.	<input type="text" value="1"/>	<input type="text" value="2"/>	Some people wish they had a really close friend to share things with	BUT	Other people do have a close friend to share things with	<input type="text" value="3"/>	<input type="text" value="4"/>
27.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people are happy with themselves most of the time	BUT	Other people are often not happy with themselves	<input type="text" value="2"/>	<input type="text" value="1"/>
28.	<input type="text" value="1"/>	<input type="text" value="2"/>	Some people have trouble figuring out the answers to problems	BUT	Other people almost always can figure out the answers to problems	<input type="text" value="3"/>	<input type="text" value="4"/>
29.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people are popular with others their age	BUT	Other people are not very popular	<input type="text" value="2"/>	<input type="text" value="1"/>
30.	<input type="text" value="1"/>	<input type="text" value="2"/>	Some people do not do well at new outdoor games	BUT	Other people are good at new games right away	<input type="text" value="3"/>	<input type="text" value="4"/>
31.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people think that they are good looking	BUT	Other people think that they are not very good looking	<input type="text" value="2"/>	<input type="text" value="1"/>
32.	<input type="text" value="1"/>	<input type="text" value="2"/>	Some people feel like they could do better at work they do	BUT	Other people feel that they are doing really well at work they do	<input type="text" value="3"/>	<input type="text" value="4"/>
33.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people feel that they are fun and interesting to others	BUT	Other people wonder about how fun and interesting they are to others	<input type="text" value="2"/>	<input type="text" value="1"/>
34.	<input type="text" value="1"/>	<input type="text" value="2"/>	Some people do things they know they should not do	BUT	Other people hardly every do things they know they should not do	<input type="text" value="3"/>	<input type="text" value="4"/>
35.	<input type="text" value="1"/>	<input type="text" value="2"/>	Some people find it hard to make friends they can really trust	BUT	Other people are able to make close friends they can really trust	<input type="text" value="3"/>	<input type="text" value="4"/>

	Really True	Sort of True				Sort of True	Really True
36.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people like the kind of person they are	BUT	Other people often wish they were someone else	<input type="text" value="2"/>	<input type="text" value="1"/>
37.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people feel that they are pretty intelligent	BUT	Other people question whether they are intelligent	<input type="text" value="2"/>	<input type="text" value="1"/>
38.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people feel that they are socially accepted	BUT	Other people wished that more people their age accepted them	<input type="text" value="2"/>	<input type="text" value="1"/>
39.	<input type="text" value="1"/>	<input type="text" value="2"/>	Some people do not feel that they are very athletic	BUT	Other people feel that they <i>are</i> very athletic	<input type="text" value="3"/>	<input type="text" value="4"/>
40.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people really like their looks	BUT	Other people wish they looked different	<input type="text" value="2"/>	<input type="text" value="1"/>
41.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people feel that they are really able to handle the work on a paying job	BUT	Other people wonder if they are really doing as good a job at work as they should be doing	<input type="text" value="2"/>	<input type="text" value="1"/>
42.	<input type="text" value="1"/>	<input type="text" value="2"/>	Some people usually <i>do not</i> go out with the people they would really like to date	BUT	Other people <i>do</i> go out with the people they really want to date	<input type="text" value="3"/>	<input type="text" value="4"/>
43.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people usually act the way they know they are supposed to	BUT	Other people often do not act the way they are supposed to	<input type="text" value="2"/>	<input type="text" value="1"/>
44.	<input type="text" value="1"/>	<input type="text" value="2"/>	Some people <i>do not</i> have a friend that is close enough to share really personal thoughts with	BUT	Other people <i>do</i> have a close friend that they can share personal thoughts and feelings with	<input type="text" value="3"/>	<input type="text" value="4"/>
45.	<input type="text" value="4"/>	<input type="text" value="3"/>	Some people are very happy being the way they are	BUT	Other people wish they were different	<input type="text" value="2"/>	<input type="text" value="1"/>

Perceived Competence Subscales:

There are a total of 45 items which are grouped into nine subscales tapping eight specific domains and global self-worth. Items are scored on a scale of 1-4, where higher scores represent more competent or adequate self-descriptions.

Those items keyed positively (+) (as shown below) present the more competent or adequate self-description as the first part of the statement, whereas items keyed negatively (-) present the less competent or adequate self-description first.

Each of the nine subscales contains five items, as follows:

Scholastic Competence:

Item Number	Keyed	
1	+	Some people feel that they are just as clever as others their age BUT Other people are not so sure and wonder if they are as smart
10	–	Some people are pretty slow in finishing their work BUT Other people can do their work more quickly
19	+	Some people do very well at their work BUT Other people do not do very well at their work
28	–	Some people have trouble figuring out the answers to problems BUT Other people almost always can figure out the answers to problems
37	+	Some people feel that they are pretty intelligent BUT Other people question whether they are intelligent

Social Acceptance:

Item Number	Keyed	
2	–	Some people find it hard to make friends BUT for other people it is pretty easy
11	+	Some people have a lot of friends BUT Other people do not have very many friends
20	–	Some people are very hard to like BUT Other people are really easy to like
29	+	Some people are popular with others their age BUT Other people are not very popular
38	+	Some people feel that they are socially accepted BUT Other people wished that more people their age accepted them

Athletic Competence:

Item Number	Keyed	
3	+	Some people do very well at all kinds of sports BUT Other people do not feel that they are very good when it comes to sports
12	+	Some people think they could do well at just about any new athletic activity BUT Other people are afraid they might not do well at a new athletic activity
21	+	Some people feel that they are better than others their age at sports BUT Other people do not feel they can play as well
30	–	Some people do not do well at new outdoor games BUT Other people are good at new games right away
39	–	Some people do not feel that they are very athletic BUT Other people feel that they <i>are</i> very athletic

Physical Appearance:

Item Number	Keyed	
4	–	Some people are not happy with the way they look BUT Other people are happy with the way they look
13	–	Some people wish their body was different BUT Other people like their body the way it is
22	–	Some people wish their physical appearance was different BUT Other people like their physical appearance the way it is
31	+	Some people think that they are good looking BUT Other people think that they are not very good looking
40	+	Some people really like their looks BUT Other people wish they looked different

Job Competence:

Item Number	Keyed	
5	+	Some people feel that they are ready to do well at a job BUT Other people feel that they are not quite ready to handle a job
14	–	Some people feel that they do not have enough skills to do well at a job BUT Other people feel that they do have enough skills to do a job well
23	+	Some people feel that they are old enough to get and keep a paying job BUT Other people do not feel they are old enough yet to really handle a job well
32	–	Some people feel like they could do better at work that they do BUT Other people feel that they are doing really well at work that they do
41	+	Some people feel that they are really able to handle the work on a paying job BUT Other people wonder if they are really doing as good a job at work as they should be doing

Romantic Appeal:

Item Number	Keyed	
6	+	Some people feel that if they are romantically interested in someone, that person will like them back BUT Other people worry that when they like someone romantically, that person will not like them back
15	–	Some people are not dating the people they are really attracted to BUT Other people are dating those people they are attracted to
24	+	Some people feel that people their age will be romantically attracted to them BUT Other people worry about whether people their age will be attracted to them
33	+	Some people fell that they are fun and interesting to others BUT Other people wonder about how fun and interesting they are to others
42	–	Some people usually do not go out with the people they would really like to date BUT Other people do go out with the people they really want to date

Behavioural Conduct:

Item Number	Keyed	
7	+	Some people usually do the right thing BUT Other people often do not do what they know is right
16	–	Some people often get in trouble for the things they do BUT Other people usually do not do things that get them in trouble
25	+	Some people feel really good about the way they act BUT Other people do not feel that good about the way they often act
34	–	Some people do things they know they should not do BUT Other people hardly ever do things they know they should not do
43	+	Some people usually act the way they know they are supposed to BUT Other people often do not act the way they are support to

Close Friendship:

Item Number	Keyed	
8	+	Some people are able to make really close friends BUT Other people find it hard to make really close friends
17	+	Some people do have a close friend they can share secrets with BUT Other people do not have a really close friends they can share secrets with
26	–	Some people wish they had a really close friend to share things with BUT Other people do have a close friend to share things with
35	–	Some people find it hard to make friends they can really trust BUT Other people are able to make close friends they can really trust
44	–	Some people do not have a friend that is close enough to share really personal thoughts with BUT Other people do have a close friend that they can share personal thoughts and feelings with

Global Self-Worth:

Item Number	Keyed	
9	–	Some people are often disappointed with themselves BUT Other people are pretty pleased with themselves
18	–	Some people do not like the way they are leading their life BUT Other people do like the way they are leading their life
27	+	Some people are happy with themselves most of the time BUT Other people are often not happy with themselves
36	+	Some people like the kind of person they are BUT Other people often wish they were someone else
45	+	Some people are very happy being the way they are BUT Other people wish they were different

Perceived Importance Questionnaire Scoring Key

Reference number:.....

Please answer the questionnaire by first deciding which statement, on either the left or the right side, is most like you and then for that side **only** place a cross in the box if the statement is only sort of true or if it is really true. Please make sure that all the questions have been answered and that only one box is checked for each question.

	Really True	Sort of True				Sort of True	Really True
1.	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 3	Some people think it is important to be intelligent	BUT	Other people don't think it is important to be intelligent	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some people don't think its all that important to have a lot of friends	BUT	Other people think that having a lot of friends is important	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some people think its important to be good at sports	BUT	Other people don't care much about being good at sports	<input type="checkbox"/> 2	<input type="checkbox"/> 1
4.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some people don't really think that their physical appearance is all that important	BUT	Other people think that their physical appearance is important	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some people don't care that much about how well they do on a job	BUT	Other people feel its important that they do well on a job	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some people think its important that the people they are romantically interested in like them back	BUT	Other people don't really care that much whether someone they are interested in likes them that much	<input type="checkbox"/> 2	<input type="checkbox"/> 1
7.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some people don't think its that important to do the right thing	BUT	Other people think that doing the right thing is important	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some people think its important to be able to make really close friends	BUT	Other people don't think making close friends is all that important	<input type="checkbox"/> 2	<input type="checkbox"/> 1
9.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some people don't think that doing well in school is really that important	BUT	Other people think that doing well in school is important	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some people think its important to be popular	BUT	Other people don't care that much about whether they are popular	<input type="checkbox"/> 2	<input type="checkbox"/> 1
11.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some people don't think that being athletic is that important	BUT	Other people think that being athletic is important	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some people think that how they look is important	BUT	Other people don't care that much about how they look	<input type="checkbox"/> 2	<input type="checkbox"/> 1
13.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some people think its important to do their best on a paying job	BUT	Other people don't think that doing their best on a job is all that important	<input type="checkbox"/> 2	<input type="checkbox"/> 1
14.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some people don't care that much whether they are dating someone they are romantically interested in	BUT	Other people think its important to be dating someone they are interested in	<input type="checkbox"/> 3	<input type="checkbox"/> 4
15.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some people think its important to act the way they are supposed to	BUT	Other people don't care that much whether they are acting the way they are supposed to	<input type="checkbox"/> 2	<input type="checkbox"/> 1
16.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some people don't care that much about having a close friend they can trust	BUT	Other people think its important to have a really close friend you can trust	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Perceived Importance Subscales:

There are a total of 16 items which are grouped into eight subscales tapping eight specific domains. Items are scored on a scale of 1-4, where higher scores represent more important descriptions.

Those items keyed positively (+) (as shown below) present the more important description as the first part of the statement, whereas items keyed negatively (-) present the less important description first.

Each of the eight subscales contains two items, as follows:

Scholastic Competence:

Item Number	Keyed	
1	+	Some people think it is important to be intelligent BUT Other people do not think it is important to be intelligent
9	-	Some people do not think that doing well in school is really that important BUT Other people think that doing well in school is important

Social Acceptance:

Item Number	Keyed	
2	-	Some people do not think it is all that important to have a lot of friends
10	+	Some people think it is important to be popular BUT Other people do not care that much about whether they are popular

Athletic Competence:

Item Number	Keyed	
3	+	Some people think it is important to be good at sports BUT Other people do not care much about being good at sports
11	-	Some people do not think that being athletic is important BUT Other people think that being athletic is important

Physical Appearance:

Item Number	Keyed	
4	-	Some people do not really think that their physical appearance is all that important BUT Other people think that their physical appearance is important
12	+	Some people think that how they look is important BUT Other people do not care that much about how they look

Job Competence:

Item Number	Keyed	
5	-	Some people do not care that much about how well they do on a job BUT Other people feel it is important that they do well on a job
13	+	Some people think that it is important to do their best on a paying job BUT Other people do not think that doing their best on a job is all that important

Romantic Appeal:

Item Number	Keyed	
6	+	Some people think it is important that the people they are romantically interested in like them back BUT Other people do not really care that much whether they are interested in likes them that much
14	–	Some people do not care that much whether they are dating someone they are romantically interested in BUT Other people think it is important to be dating someone they are interested in

Behavioural Conduct:

Item Number	Keyed	
7	–	Some people do not think it is that important to do the right thing BUT Other people think that doing the right thing is important
15	+	Some people think it is important to act the way they are supposed to BUT Other people do not care that much whether they are acting the way they are supposed to

Close Friendship:

Item Number	Keyed	
8	+	Some people think it is important to be able to make really close friends BUT Other people do not think making close friends is all that important
16	–	Some people do not care that much about having a close friend they can trust BUT Other people think it is important to have a really close friend you can trust

Calculation of Discrepancy Scores

Calculation of Discrepancy Scores

Calculation of Discrepancy Score

Step 1:

Identify the names of just those domains in which the mean Importance Score was 3 (Sort of Important), 3.5 (Half-way between Sort of Important and Very Important) or 4 (Very Important). There is a potential maximum of eight scores if all domains are considered important.

Step 2:

From the Self-Perception Profile, identify the mean subscale scores for just those areas rated as important.

Step 3:

Record only those importance ratings which are either 3, 3.5 or 4 in value.

Step 4:

Subtract the Importance Ratings from their respective Competence scores for each domain rated as important. The sign of these values is critical. If the Importance Rating (the second value) is greater than the Competence score (the first value) then the Discrepancy Score will be negative. If the Importance Rating is smaller than the Competence score, then the Discrepancy Score will be positive.

Step 5:

Add up the discrepancy scores taking their sign into account to arrive at a Total Discrepancy Score.

Step 6:

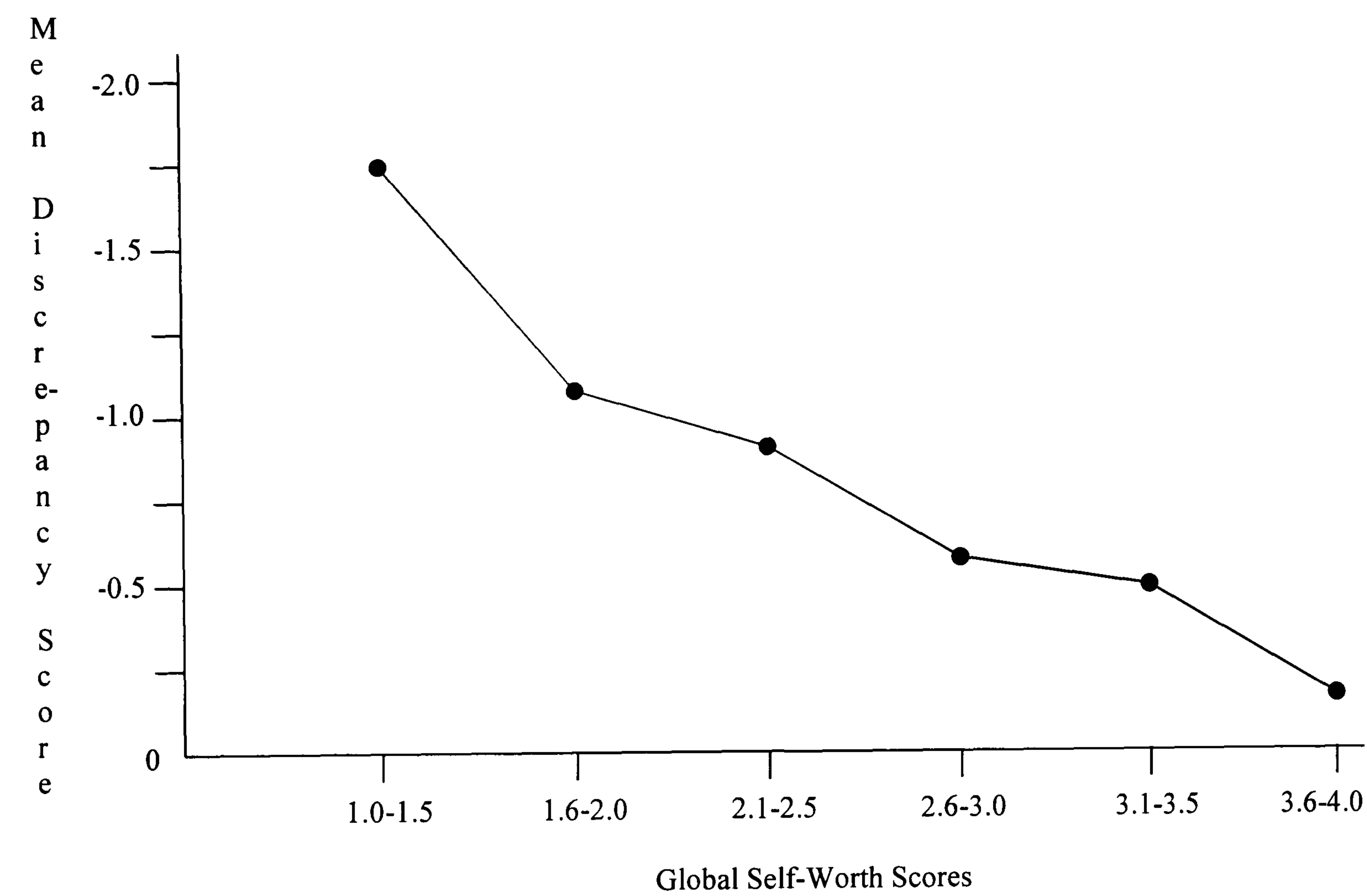
Divide by the number of domains rated as Important (those with Importance scores of 3, 3.5 or 4), to get the Mean Discrepancy Score.

Step 7:

Identify the Global Self-Worth Score from the Self-Perception Profile in order to compare.

Graph of Harter's Normative Pattern of the Relationship between Global Self-Worth and Mean Discrepancy Score

Harter's Normative Pattern on the Relationship between Global Self-Worth and the Mean Discrepancy Score



APPENDIX VI:

Interview Questions for Study 2

APPENDIX VI

Interview Schedule:

Hello, first of all I would like to thank you for participating. There are no right or wrong answers, it's just about you and I'm just interested in what you think and what you feel, that's all, nothing else. I'm just basically going to ask you a series of questions, and you just answer them as you feel. I also want to reiterate confidentiality, nobody will identify you with the answers that are given and you also have the right to withdraw at any time. So if you decide you don't want to participate after we've done this, it's no problem at all. OK.

Do you think, first of all, that you could tell me what A-Levels/Advanced GNVQ you are studying?

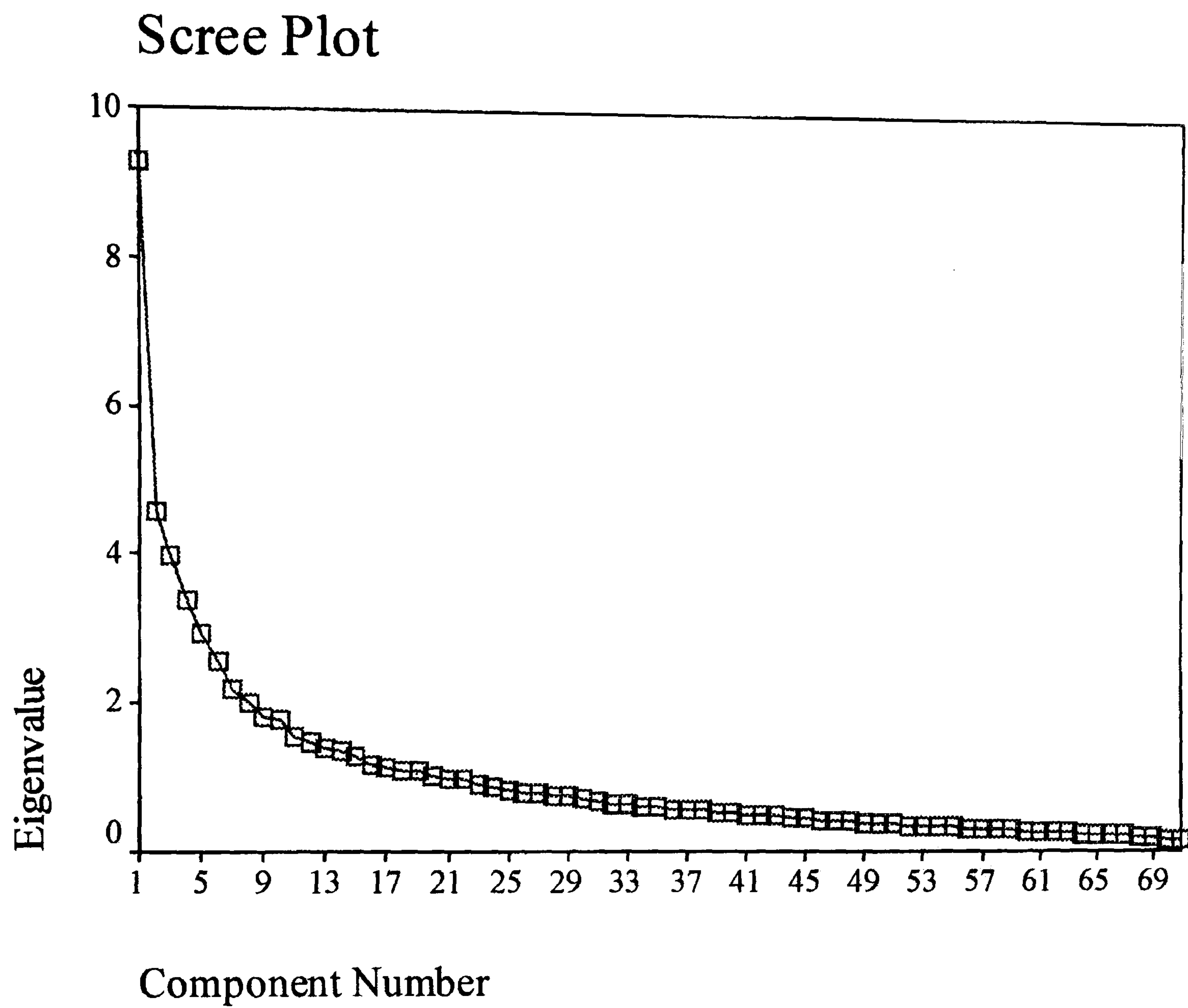
1. What is your reason for your particular choice of course? (friends, dislike exams, easier, grades, interest, useful for the future, no other choice).
2. Who do you think influenced you the most in choosing your particular course? Why do you think that?
3. How did you come up with taking this course?
4. Did you think about taking A-levels/an Advanced GNVQ? Why didn't you take it?
5. How does this course relate to your future plan?
6. What future plans do your parents have in mind for you?
7. How important do your parents think it is to have an education a)in school and b)in university?
8. How involved are your parents in your school? (attend parents evenings, on committees etc.)
9. Would you like to talk to them more about how you are doing in school? Why/why not?
10. How competent do *you* think you are in the course/s that you are studying? Why is that?

11. How do you feel about how you are doing? (Do you find doing well in school a big effort for you? Why?)
12. How much effort do you put into your schoolwork? Why is that?
13. How would you rate your ability: Average, below average, above average? (rate by grades)
14. Do you feel that you are working to your capability?
15. Do your grades reflect this?
16. Overall, do you feel satisfied with your schoolwork? Why/why not?
- 17a. How do you think this school affects your achievement?
- 17b. What do you think are the positive and negative aspects of this school in relation to your achievement? let's start with the positives.
- 18a. Do you feel pressured to do well? By whom?
- 18b. Do you think that the expectations you have for your overall results are achievable?
- 18c. Do you think that the expectations you have for your overall results are realistic?
19. Do you believe that you have high expectations for yourself?
20. If you do not achieve the grades you expect to achieve? Who do you think will be most disappointed?
21. How important is education to you?
22. What do you want to do with your life?
23. What is the most important aspect of your life? (If you had to name 2 other important aspects of your life, what would they be?)

APPENDIX VII:

Factor Analysis – Scree Plot for Main Questionnaire in Study 1

SCREE PLOT



APPENDIX VIII:

Factor Analysis Data on Nine Factors in Main Questionnaire in Study 1

Component Matrix

	Component								
	1	2	3	4	5	6	7	8	9
A1. good at subjects	7.991E-02	.360	7.435E-03	-.107	.313	1.577E-02	.201	-.037	.139
A2. friends doing same	-.063	-.267	.114	1.155E-02	-.474	.314	-.011	.112	-.178
A3. best options	.165	.285	.149	-.001	.422	5.229E-02	-.060	-.123	.260
A4. parents involved	.224	-.064	.502	6.234E-03	-.112	-.224	.291	-.023	-.156
A5. own decision	4.893E-03	.144	-.311	-.098	.303	.125	-.034	-.098	.383
A6. want to go to uni	.119	6.261E-02	.192	9.427E-02	.590	-.129	-.014	.307	.148
A7. not ready for a job	-.150	-.233	-.004	-.014	-.121	.397	-.137	.215	4.621E-05
A8. parents want job	-.187	-.110	.163	-.050	-.511	.112	-.128	-.179	-.004
A9. parents want uni	1.555E-02	-.099	.550	-.008	.228	7.018E-02	7.361E-02	.216	-.179
A10. no other academic options	-.134	-.121	.235	6.714E-02	-.155	.324	4.563E-02	-.001	.164
A11. friends studying a-levels	6.011E-03	-.186	.110	5.123E-02	-.350	.341	.177	.247	4.608E-02
A12. want good opportunity	.148	.245	-.051	2.000E-02	.644	1.210E-02	-.030	-.047	.109
A13. friends going to uni	5.459E-02	-.075	4.263E-02	.235	.526	-.240	.193	.194	2.903E-02
A14. go out at weekends with friends	.156	-.151	-.301	.196	1.195E-02	.145	.207	-.329	-.052
A15. more time on homework than with friends	.156	.376	.378	-.095	.127	-.160	-.026	.492	9.201E-02
A16. time on homework want good grades	.201	.414	.287	5.941E-02	8.405E-02	-.048	-.066	.372	.226
A17. time on homework, parents want good grades	2.739E-02	.149	.636	-.034	7.364E-02	.216	-.081	1.575E-02	-.012
A18. homework before going out	.161	.122	.520	-.029	9.320E-02	-.027	-.004	.447	.115
A19. using phone	.118	9.573E-02	-.302	3.762E-02	-.054	.467	-.119	-.068	2.018E-02
A20. spend enough time on homework	.235	.623	.128	-.119	.152	-.049	-.010	.128	5.786E-02
A21. parents make sure done homework	.114	1.770E-02	.634	7.959E-02	2.526E-02	2.331E-02	-.115	5.290E-02	9.344E-03
A22. nearest to home	2.657E-02	2.690E-02	4.097E-02	5.010E-02	5.955E-02	.208	3.704E-02	9.840E-02	-.330
A23. best school	.131	.599	.247	2.490E-02	4.283E-02	9.198E-04	.209	-.225	6.385E-02
A24. suits abilities	8.659E-02	.675	7.822E-02	7.081E-02	.188	8.239E-02	.197	-.109	5.946E-02
A25. relative here	6.535E-02	1.914E-02	.115	2.630E-02	2.578E-03	2.315E-03	3.550E-02	2.543E-02	-.513
A26. good education	.143	.552	2.645E-02	4.779E-02	.102	6.519E-03	.150	4.014E-02	7.032E-02
A27. have friends here	2.938E-02	7.190E-02	.108	7.573E-02	5.335E-02	.548	-.134	-.140	-.109
A28. would have liked different school	-.120	-.576	8.137E-02	6.049E-03	6.004E-02	-.108	6.158E-02	5.319E-02	-.130
A29. looked at other schools	3.832E-02	2.282E-02	.100	4.378E-02	5.940E-02	-.156	9.465E-02	.171	.441
A30. parents want good education	9.118E-02	8.289E-02	8.133E-02	.116	.203	4.288E-02	.102	.562	7.038E-03
A31. involved in discussion	.171	.107	4.758E-02	6.576E-02	4.126E-02	-.119	5.374E-02	1.858E-02	.525
A32. decided on own	-.147	2.454E-02	6.716E-02	.143	5.494E-02	.132	-.168	-.194	.324
A33. Good relationship	.642	.146	-.158	8.266E-02	.212	.109	7.047E-02	4.874E-02	9.965E-02
A34. go to parents for advice	.715	.110	.145	3.239E-02	5.491E-02	6.015E-02	2.467E-02	6.288E-02	7.235E-03
A35. difficult to talk to parent/child	.558	.215	-.154	9.204E-02	.130	2.578E-03	2.196E-02	3.839E-02	3.466E-02
A36. go to friends most of time for advice	-.127	-.168	2.459E-02	.748	1.362E-02	6.428E-02	4.143E-02	.104	9.138E-02
A37. friends understand me	.233	.125	-.166	.499	.177	7.783E-02	.110	-.195	-.225
A38. parents understand me	.727	.157	6.251E-02	9.488E-03	.213	.121	3.000E-02	4.463E-02	2.011E-02
A39. like to spend more time with parent/child	.275	8.726E-02	.360	-.120	3.035E-02	7.858E-02	6.879E-03	6.024E-02	4.530E-02
A40. parents like school friends	.437	.213	-.235	.161	.177	3.992E-02	.195	3.659E-02	-.185
A41. parents think friends are bad influence	.242	.110	-.457	2.518E-02	.229	2.543E-02	5.652E-02	.180	-.164
A42. close school friends	.199	7.689E-02	-.181	.432	.255	.129	3.484E-02	4.617E-02	3.743E-02

	Component								
	1	2	3	4	5	6	7	8	9
A43. like friends as do same subjects	-6.616E-02	2.627E-02	8.847E-03	-1.217E-02	-6.628E-02	.598	6.295E-03	5.574E-02	-.138
A44. like friends as do same out-of-school activities	9.135E-02	-1.289E-02	-4.324E-03	.146	3.482E-02	.511	.184	-.122	-6.897E-02
A45. good grades for good uni	7.991E-02	7.049E-02	.216	7.480E-02	.582	-5.225E-02	9.801E-02	8.238E-02	-.127
A46. happy with grades	.144	.607	-.200	-5.838E-02	2.014E-02	-5.757E-02	.151	.157	-.165
A47. work hard want parents to be proud	7.558E-02	.303	.359	-4.811E-03	.271	.371	-7.545E-02	-.143	-.232
A48. work hard because child wants to	.131	.654	-1.601E-02	.106	.194	.105	-.117	.166	8.546E-02
A49. pleased with reports	.229	.627	-4.823E-02	3.611E-02	.151	-9.947E-03	-2.821E-02	.235	-5.418E-02
A50. parents pleased with reports	.178	.571	-.208	.100	-2.213E-02	-5.541E-02	-8.075E-02	.438	-6.979E-02
A51. grades never good enough for parents	.287	.369	-.490	-1.423E-02	-6.342E-02	-6.083E-02	1.414E-03	.303	-8.049E-02
A52. parents push hard	-.165	-.133	.397	7.837E-02	.448	.180	-9.720E-03	9.124E-02	-.127
A53. good at it	7.611E-02	.123	-2.917E-02	-4.787E-02	.154	8.362E-02	.670	-5.064E-02	.121
A54. enjoy it	-5.552E-02	.103	-.348	-2.289E-02	.186	-.174	.591	.164	.169
A55. like to spend time with friends	3.667E-02	.122	-.150	.125	-3.650E-02	.194	.621	4.491E-02	-.113
A56. because friends do	-4.461E-02	4.609E-02	.148	6.382E-02	-2.191E-02	.481	.459	-5.781E-02	-4.723E-02
A57. important	.162	.121	.134	-5.998E-03	4.531E-02	-.247	.618	6.019E-02	.111
A58. parents want	.239	.145	.388	-.144	-.157	-.178	.425	-5.925E-02	1.949E-02
A59. talk to parent/how well at school	.685	.138	.151	.100	8.158E-02	-5.330E-03	-1.041E-02	.222	.116
A60. talk to friend/how well at school	-7.187E-02	4.719E-02	9.086E-02	.607	-1.520E-02	.157	8.042E-02	-3.422E-02	.134
A61. probs with friends/talk to parents	.716	.101	.151	-9.990E-02	-7.371E-02	-.114	3.920E-02	9.203E-03	5.315E-02
A62. probs with friends/talk to other friends	-5.767E-02	9.133E-02	8.434E-03	.642	2.926E-02	5.784E-02	-5.837E-02	-8.121E-02	6.199E-02
A63. probs with friends/talk to no-one	.280	.108	-.223	.336	5.112E-02	-.260	-.131	-.253	-.131
A64. probs with parents/talk to friends	-5.881E-02	-8.869E-02	-9.935E-03	.736	-6.734E-02	-.172	-1.454E-02	.150	-1.175E-02
A65. probs with parents/talk to parents	.642	.187	9.060E-02	-1.278E-02	-.124	-.163	5.821E-02	-3.677E-02	8.193E-02
A66. probs with parents/talk to no-one	.249	.124	-.216	.342	6.535E-03	-.232	-8.643E-02	-.350	-.258
A67. probs at school/talk to parents	.787	.115	6.989E-02	-5.209E-02	.106	-1.876E-02	.115	-3.222E-02	6.723E-02
A68. probs at school/talk to friends	6.029E-03	-4.602E-02	2.711E-02	.765	5.868E-02	-6.898E-03	-6.453E-03	6.428E-02	2.075E-02
A69. probs at school/talk to no-one	.422	.181	-.203	.252	9.332E-02	-.230	-1.069E-02	-.127	-.252
A70. discuss future with parents	.680	7.224E-02	.131	-8.682E-03	.169	-2.227E-02	4.402E-03	9.057E-02	6.949E-02
A71. discuss future with friends	-.268	-8.375E-02	.115	.489	7.416E-02	.191	.173	-5.438E-02	.192

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization
9 Components extracted.

APPENDIX IX:

Variance Values on Factor Analysis for Main Questionnaire in Study 1

Total Variance Explained
Initial Eigenvalues

Extraction Sums of
Squared Loadings

Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.282	13.073	13.073	9.282	13.073	13.073
2	4.578	6.449	19.522	4.578	6.449	19.522
3	3.960	5.578	25.100	3.960	5.578	25.100
4	3.361	4.734	29.834	3.361	4.734	29.834
5	2.935	4.133	33.967	2.935	4.133	33.967
6	2.534	3.569	37.536	2.534	3.569	37.536
7	2.172	3.059	40.595	2.172	3.059	40.595
8	1.968	2.772	43.367	1.968	2.772	43.367
9	1.796	2.529	45.896	1.796	2.529	45.896
10	1.757	2.475	48.371	1.757	2.475	48.371
11	1.547	2.179	50.550	1.547	2.179	50.550
12	1.465	2.063	52.613	1.465	2.063	52.613
13	1.370	1.929	54.542	1.370	1.929	54.542
14	1.342	1.890	56.432	1.342	1.890	56.432
15	1.281	1.804	58.236	1.281	1.804	58.236
16	1.175	1.654	59.890	1.175	1.654	59.890
17	1.118	1.575	61.465	1.118	1.575	61.465
18	1.096	1.544	63.009	1.096	1.544	63.009
19	1.075	1.514	64.523	1.075	1.514	64.523
20	1.019	1.436	65.958	1.019	1.436	65.958
21	.982	1.383	67.342			
22	.956	1.347	68.688			
23	.906	1.277	69.965			
24	.865	1.219	71.184			
25	.840	1.183	72.366			
26	.802	1.129	73.496			
27	.790	1.113	74.608			
28	.749	1.055	75.664			
29	.734	1.033	76.697			
30	.719	1.013	77.710			
31	.668	.940	78.651			
32	.649	.914	79.564			
33	.636	.896	80.460			
34	.607	.855	81.315			
35	.598	.842	82.157			
36	.575	.810	82.968			
37	.572	.806	83.774			
38	.545	.767	84.541			
39	.527	.742	85.283			
40	.516	.726	86.009			
41	.491	.691	86.700			
42	.478	.673	87.374			
43	.470	.662	88.036			
44	.465	.655	88.690			
45	.443	.624	89.314			
46	.429	.604	89.918			
47	.423	.596	90.514			
48	.414	.583	91.097			
49	.387	.545	91.642			
50	.385	.542	92.184			
51	.369	.520	92.704			
52	.354	.499	93.202			
53	.343	.484	93.686			
54	.340	.479	94.164			
55	.325	.457	94.622			
56	.313	.441	95.063			
57	.305	.429	95.492			
58	.292	.411	95.903			
59	.283	.399	96.302			
60	.273	.385	96.686			
61	.261	.367	97.053			
62	.250	.351	97.405			
63	.244	.344	97.749			
64	.231	.325	98.073			
65	.226	.319	98.392			
66	.222	.313	98.705			
67	.210	.295	99.001			
68	.198	.279	99.280			
69	.193	.272	99.551			
70	.163	.230	99.781			
71	.155	.219	100.000			

Extraction Method: Principal Component Analysis